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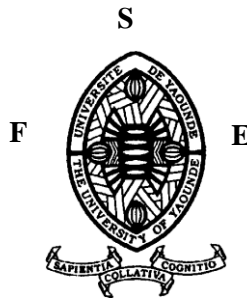
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COMPETENCY BASED APPROACH AND COMMUNICATIVE ENGLISH LANGUAGE TEACHING AND LEARNING IN YAOUNDE HIGH SCHOOLS.

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To my family Rabbi, Abang Amos Esoh and Atangche Delphine

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LIST OF ABBREVIATIONS AND ACRONYMS

CBA: Competency based approach

CA: Communicative approach

CELTL: Communicative English language teaching and learning

CLT: communicative language teaching

L2: second language

CBLT: competency-based language teaching

CEFR: Common European Framework of Reference

CBE: Competency based Education

CAP: Certificat d'Aptitude Professionel

GCE: General Certificate of Education

CBET: Competence-based education and training

ECTS: European Credit Transfer and Accumulation System

L: learning

T: Teaching

L1: First language

EFL: English as a Foreign Language

LP: Lesson Plan

ABSTRACT

Cameroon is a multilingual country having two official languages English and French. These languages originated as a result of the colonisation of the territory firstly by the Germans then later on by the French and British. The territory was partitioned between France and Britain after the first world war. When the natives decided to reunite, they faced a major problem of language comprehension and communication. Therefor they opted for English and French as official languages implemented in all domains of life including education. Even though the implementation of this law, the problem still persisted. Many teaching and learning approaches were implemented to solve this problem but all efforts were in vain. So, there has been a recent approach (CBA) that has been adopted to face this challenge in our educational system which has led to the modification of the English and French curriculums and syllabuses for English and French schools. This approach aims for the development of the communicative competences (grammatical, situational and notional competences) both in the official languages, that is French learners should be able to communicate competently in English and vice versa. So, our main focus or objective is describing the relationship that exist between the CBA and the CELTL because it equally aims at the development of the communicative competence and equally addresses the problem we are faced with. The main question of the research is 'what relationship exist between the CBA and CELTL? While the secondary questions are what effects and influence does the CBA have on the grammatical, situational and notional competences? In response to these questions a qualitative library research method was used. In this method, we used an analytic grid for data collection whereby CBA syllabus and lesson plans with the CELTL syllabus (framework) and lesson plan was analysed. The results showed that there exists a relationship between the CBA and CELTL in that the Cameroon syllabus influences the communicative competence as well as the CELTL does but it's not the case with the lesson plans.

KEY WORDS: Competence, CBA, CELTL, language teaching and learning, communicative competence.

RÉSUMÉ

Le Cameroun est un pays multilingue regorgeant deux langues officielles qui sont le français et l'anglais. L'origine de ces langues résulte de la colonisation du territoire camerounais par les Allemands ensuite les Français et les Anglais. Ledit territoire fut reparti entre la France et la Grande-Bretagne après la première guerre mondiale. Lorsque les autochtones décidaient de s'unis à nouveau, ils ont été confrontés à une difficulté de compréhension et communication langagière. Ils ont opté pour l'anglais et le français comme langue officielle et les ont implémentés dans tous les domaines de la vie y compris l'éducation. Malgré l'application de cette loi, le problème a persisté. Des nombreuses méthodes d'apprentissages et enseignement et approches ont été adopte pour palier à ce problème. Mais tous ces efforts étaient en vain. Ainsi, une approche récente a été adopte pour relever ce défi notre système éducatif qui a rapporté des modifications au curriculum et aux syllabus de la langue française et la langue anglaise dans les écoles anglophones et francophone respectivement. Cette approche vise au développement des compétences communicatives (grammatical, situationnelle et notionnelle) dans les deux langues officielles signifiant que les apprenants de la langue française devraient être capable de communiquer effectivement en anglais et vice versa. Ceci étant, l'objective est de décrire la relation existante entre l'approche par compétence et l'approche communicative par ce que l'approche communicative vise également le développement des compétences communicatives des apprenants qui adresse le problème observer. La question principale de cette recherche est la suivant ; quelle relation existe entre l'approche par compétence et l'approche communicative ? par suite les questions secondaires sont : comment l'approche par compétence influence t'elle ou impacte t'elle le compétences grammatical, situationnelle et notionnelle ? En guise de réponse, l'approche par compétence influence les compétences communicatives. Une méthode documentaire qualitatif de recherche a été utilisé et la grille d'analyse comme outil de collecte de donner comportant une analyse du syllabus du second cycle et les plans de la leçon de l'approche par compétence et l'approche communicative. Les résultats ont démontré qu'il existe une relation entre les deux approches. Le syllabus de l'approche par compétence influence la compétence communicative mais les plans de leçon prouvent le contraire.

MOTS CLÉS: Compétence, l'Approche par Compétence, l'approche communicative, enseignement et apprentissage de la langue, Compétence communicative.

GENERAL INTRODUCTION

The population of Cameroon is estimated to 15,803220 inhabitants as of July 2001. With surface area of 475442km2, it is bounded to the west by Nigeria, to the north east by chad, to the east by Central African Republic and to the south by Equatorial Guinea, Gabon and Congo. There are ten administrative regions, two are of English speaking and eight are French speaking.

Cameroon was founded by the 1400's by the Portuguese navigator called Fernando Po who arrived at the Bight of Biafra, then sailed up to the Wouri River situated at the coast of Cameroon. The navigator was surprised to see shrimps in the river, and so called it Rio dos Camaros (river of shrimps). This name was associated to the country and became "Kamerun" during the German colonial period and Cameroon or Cameroun during the British and French colonial rule. In 1884, Germany colonized Cameroon through the signing of the Germano-Douala treaty in July 1884. But with defeat of Germany in the 1916 during the first world war, Cameroon was divided between Britain and France, and administered first under the League of nations mandate and later under the united Nations trusteeship. Britain got two discontinuous strips of land of about 90,000km2 along the Nigerian border: the strip to the north was called Northern British Cameroun and that to the south was called Southern British Cameroon. The French got the biggest part as an independent territory whereas the British administered theirs from Lagos in Nigeria.

French Cameroon became independent on the first of January 1960. Then on the 11th of February 1960, British southern Cameroon voted union with the French Cameroon through a referendum. The association between the two entities was consolidated on the 1st of October 1961 through the reunification of Cameroon and the creation of a federation made up of two states called west Cameroon and east Cameroon. The federation survived till 20 may 1972 when the unitary state made up of seven provinces was created. and later in 1984, the number of provinces was increased to 10 through Presidential decree.

The educational system of Cameroon is very popular in Africa. The method of learning is different in the eastern and western part of Cameroon. The educational system of east Cameroon followed the methods of French model and the wet Cameroon's system follows the system of education that was operational in the English-speaking part of the country before unification. This educational system reflects colonial heritage from Britain and France. Efforts have been made to harmonize these two systems.

The overall schooling system is made up of 2 optional years of pre-school ranging from ages 4-6, 6 compulsory years of primary school ranging from ages 7-12 and 7 years of secondary education ranging from 13 – 18 (Latosinski, 2020). There is equally the university level or tertiary level that comes after high school. The secondary level is divided into two levels: the middle level which comprises of form 1 to form 5; and the high school which comprise of lower sixth and upper sixth. The academic year runs from September to June, at which time end of year examinations are written(k12academics). Nana (2013) explains that in the French sub system of education, the learners spent two years in kindergarten, six years in the primary school in order to obtain the Certificat d'Études du Primaire Élémentaires (CEPE) , four years in the middle level or lower level to obtain the Brevet d'Études du Premiere Cycle (BEPC), the Certificat de Probatoire (Probatoire) is obtained in high school after two years and lastly the Certificat de Baccalauréat is obtained after a year. Whereas in the English sub system two years are spent in the kindergarten, six years in the primary school to obtain the First School Living Certificate (FSCL), Five years in the secondary school (middle or lower level) to obtain the General Certificate of Education Ordinary Level (GCE O LEVEL), and lastly the high school level which is done in two years to obtain the General Certificate of Advanced level (GCE A Level). This goes for the general section and technical sections of education according to the 1998 law of education of Cameroon section 16 and 17.

Formal education is under three ministries which are: the ministry of national education from nursery to secondary levels; the ministry of technical education and vocational training and the ministry of higher education. The administrative structure in Cameroon is centralized therefor requiring an endorsement of the central government following a hierarchical chain order. So, there is the ministry of national education at the national level whom are responsible for making policies. The provisional and divisional levels are the delegations of education with the inspectorate support at the sub-divisional or district levels. This organization was effective in 1995 when the National education form was held. The national, regional, divisional and sub-divisional government are the actors involved in the education of Cameroon.

Cameroon is a multilingual country comprising about 247 indigenous languages, there are two official languages English and French. These languages became official after reunification in 1961 in order to avoid language conflict and unwarranted financial and material cost. So French was used in French speaking schools and English for English speaking schools or learners. Not long from then, some intellectuals opted for bilingualism for the Cameroonian school child, this is a situation whereby the English and French should be in the early primary

schools given the fact children have a more physiological and psychological aptitude of learning or acquiring a language quickly. Because French speakers were more than English speakers, in order to promote the policy of official language bilingualism, bilingualism was implemented since 1961 in Cameroon. This included the use of these languages in education, administration and every domain in Cameroon. The 1972 constitution clearly establishes English and French of equal status.

Due to the policy of language bilingualism in education according to the orientation law (no 98/004 1998 article 3) whereby both languages were taught to primary pupils going upwards as a factor of national unity and integration. In order for this to be done, there were many methods and approaches that were used to teach language. After the gradual acceptance of the modern vernacular tongues of western Europe and with the loss of universal fluency in Latin as a medium of communication across cultures, the value of acquiring communicative competence in other languages was more acutely recognized (Krashen and Terell, 1983). So, in order to acquire this competence Cameroon under colonialism were taught using the direct method. The direct method is the teaching of language without resorting to translation and without using the native language. This method was used both by the French and Germans for it originated in 1901. But before, the grammar-based approach was used to teach language (Krashen and Terell, 1983). Somehow, this approach is still used presently. After the second world war, another method used to teach language was the audiolingual method, this is because the soldiers and others who found themselves in foreign language areas were unprepared to deal with simple communication as a result of the lack of real engagements in communication (situational competence). So, this method was brought up to meet with the communication need. Another approach used was the linguistic approach by Chomsky introduced in the 1965 which focuses on phonetics, phonology, syntax and morphology structures of a language for quick learning. After independence, some of these methods were kept.

In recent times, the Competency Based Approach (CBA) has gained grounds in the secondary schools in Cameroon and the world in general. Before the adoption of the CBA in Cameroon, the schools used the Objective Based Approach (OBA) and weighted its contextual inadequacies for many years. As a result, a new teaching approach had to be adopted which is known as the CBA. The CBA was adopted in 2012. In 2014, a syllabus was officially signed by the Minister of Secondary Education for its implementation in schools. Richards and Rogers (2001) say that it was an educational movement that defined the educational goals in terms of precise, measurable, descriptions of knowledge, skills, and behaviors students had to possess at

the end of the course of study. The CBA is built around the notion of communicative competence when it involves language, that is it seeks to develop the functional communication skills in learners. Communicative competence refers to the knowledge of 'how' to use the language and the capacity to produce infinite number of sentences. A sense of appropriateness in interpersonal relations develops this competence (Harmer,1983). Wilkins (1972) proposes the grammatical, situational and notional syllabuses in order to develop the communicative competence. The communicative competence is the product of the communicative approach. Under the communicative approach we have communicative language teaching (CLT) and Communicative Language Learning (CLL). One of the principles of the CBA to develop competences as seen above. So, the questions we ask are:

- what relationship exist between the CBA and CELTL?
- To what extent does the CBA affect the grammatical competence?
- What influence does the CBA have on the situational competence?
- How does the CBA influence the notional competence?

Therefore, this research aims at describing the relationship that exist between the CBA and the communicative English Language teaching and Learning (CELTL) in Yaoundé High schools as the main objective. The secondary objectives include showing the effect and influence of the CBA on the grammatical, situational and notional competences.

For this to be done, our work is divided into two parts: the first part is all about the theoretical framework of the study and it includes chapter one and two. Chapter one focuses on the literature review of the study while chapter two focuses on the problem statement. The second part is all about the empirical framework of the study and it is entitled to two chapters comprising chapter three and four. Chapter three focuses on the research methodology whereas chapter four focuses on the presentation and discussions of results. The study will end with a general conclusion.

PART ONE: THEORETICAL FRAMEWORK OF THE STUDY

CHAPTER 1: LITERATURE REVIEW

1.1 INTRODUCTION

This chapter is all about the literature review of the study, that is an overview of the previously published works. So, it is subdivided into four or five points. Firstly the definition of keywords; then the reviews on the variables which will explain the historical development of the themes, principles, implementations, advantages and disadvantages and more; the referential theories and a small brief conclusion.

1.2 DEFINITION OF KEY WORDS

1.2.1 Competence

The American Heritage Dictionary of The English language (2000) provided a general description of competency as the state or quality of being properly or well qualified. Another definition of competency by the Oxford Advanced Learner's Dictionary (2013) is a skill that you need in a particular job or for a particular task. Early in the 1970s, McClelland (1973), a professor of Harvard University, proposed the idea of competency as a term used to challenge, traditional criteria of assessment which had emphasized intelligence evaluation in the higher education system. McClelland's theme provided a conceptual framework that led to many subsequent studies in other fields such as general education, vocational education, business management, and human resource management (Spencer and Spencer, 1993). A competency was defined from the various perceptions as seen below;

- **Kravetz (2008)** says that the Human resource specialists viewed a set of competencies as a tool to serve as a common language throughout the entire organization to consistently plan personnel, conduct performance reviews, and determine the training program.

- Spencer and Spencer (1993) similarly defined competency as an underlying characteristic of an individual that is causally related to criterion referenced effective and/or superior performance in a job or situation" .They elaborated on their definition, explaining that Underlying characteristics means the competency is a fairly deep and enduring part of a person's personality causes or predicts behavior and performance and criterion-referenced means the competency actually predicts who does something well or poorly, as measured on a specific criterion or standard.

- Hoffmann (1999) analyzed past literature and summarized three key points in defining a competency: (a) Underlying qualification and attributes of a person (b) Observable behaviors (c) Standard of individual performance outcomes

- Parry's definition has been accepted by several researchers (Lucia and Lepsinger, 1999). A competency is a cluster of related knowledge, skills, attitudes that affects a major part of one's job (a role or responsibility) that correlates with performance on the job, that can be measured against well-accepted standards and that can be improved through training and development (Lucia and Lepsinger, 1999). In order to better understand this definition, they clearly define knowledge, skills, and attitudes:

-knowledge is having information about, knowing, understanding, being acquainted with, being aware of, having experience of, or being familiar with something, someone, or how to do something

- skill is the ability to use one's knowledge effectively; and

- attitude is a mental or emotional approach to something or someone.

- Quinn, Faerman, Thompson, and McGrath (1990) indicated that competencies were associated with knowledge and skills for implementing certain assignments or projects effectively. To be effective in a particular competency, one must be able to accomplish the desired results of a job with specific qualifications and personal attributes.

1.2.1.1. Features and categorization of competence

Some of the features of competence are as follows as enumerated by Maria (2013) according to Rué, Gómez and al., Mackiewicz, Ledford, and Levy-Leboyer.

- They are dynamic and evolve with activity and learning.

- They can be expanded or restricted throughout life and must be updated via their constant application to new contexts, problems, and professional situations. Lifelong learning is paramount in this sense (Mackiewicz, 2002).

- They are transferable and demonstrable (Ledford, 1995).

- They are linked to a specific task or activity and are a consequence of experience.

In the language teaching arena, the most notorious categorization of competencies has undoubtedly been that propounded by the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR, 2001). Two main types of competencies are distinguished: general competencies, applicable not only to language, but to actions of all kinds, and communicative language competencies, which comprise linguistic competencies (lexical, phonological, and syntactic knowledge), sociolinguistic competencies (pertaining to sociocultural conditions of language use), and pragmatic competencies (which have to do with mastery of discourse, cohesion and coherence) (Maria, 2013).

General competencies are related to the following abilities:

- Knowledge (savoir): "…understood as knowledge resulting from experience (empirical knowledge) and from more formal learning (academic knowledge)". It is fundamentally related to concepts.

- Skills and know-how (savoir-faire): "…the ability to carry out procedures…". It refers to procedures and strategies.

- Existential competence (savoir-être): "…the sum of individual characteristics, personality traits and attitudes which concern, for example, self-image and one's view of others and willingness to engage with other people in social interaction". It has to do with attitudes.

- Ability to learn (savoir apprendre): "knowing how, or being disposed to discover 'otherness' – whether the other is another language, another culture, other people or new areas of knowledge". It encourages autonomous learning and lifelong learning.

However, perhaps the most influential taxonomy of competencies in current higher education is that set forth by the TUNING Project (TUNING Educational Structures in Europe 2007). This project has informed the official documents which have guided the convergence process in European countries, thereby trickling down into the Bologna-adapted degree structures, plans of study, and ECTS course catalogues (cf., for example, the white paper on degree structures commissioned by the Spanish National Agency for Quality Assessment and Accreditation (ANECA)). These competencies are again of two types: cross-curricular generic (which identify those elements common across all degrees and domains) and subject-specific (related to each thematic area or field of study)

Generic competencies are, in turn, subdivided into:

- Instrumental competencies: These involve cognitive, methodological, technological, and linguistic abilities which guarantee the student's basic academic development (e.g., capacity to analyze and synthesize, knowledge of a second language, basic abilities in computing, research abilities).

- Interpersonal competencies: These are related to individual abilities and social skills (e.g., ability to work autonomously, leadership, capacity to work in an interdisciplinary team).

- Systemic competencies: These pertain to abilities and skills concerning whole systems and entail a combination of understanding, sensibility and knowledge (e.g., capacity to learn, problem-solving, decision-taking).

In turn, specific competencies are broken down into:

- Disciplinary knowledge, or theoretical contents applied to a specific thematic area (e.g., knowledge of English grammar, knowledge of literature in the English language, knowledge of the theoretical and methodological trends in linguistics)

- Academic competencies, or the abilities which need to be deployed in a concrete field of study (e.g., capacity to receive, understand and transmit scientific production in the languages studied, capacity to evaluate bibliography critically and to contextualize it within a theoretical perspective, capacity to identify problems and research topics and evaluate their relevance).

- Professional competencies, or know-how in a specific professional area (e.g., capacity to communicate and teach acquired knowledge, capacity to translate texts of different genres, capacity to write reviews)

1.2.2 Competency Based Approach (CBA)

It is originally called Competency Based Education (CBE). This is because it originated in the united states of America. Chisholm and Ely (1976) explain that There are two major approaches being taken in contemporary competency-based programs or education. The first approach is highly behavioristic with emphasis on planning curricular on the basis of well-defined, specifically stated objectives. The second approach recognizes the importance of defining and measuring performance, but bases its educational program on the broader view of competence as a larger entity. This approach includes the totality of qualities needed to perform a given competency. In this approach, a competency statement is a cluster of tasks which are amalgamated to form a general competency. Performance measurement in the second approach is possible but perhaps without some of the precision of the purely behavioral approach. Therefor the CBA can be defined as a functional approach to education as it emphasizes life skills and evaluates mastery on skills, necessary for an individual to function proficiently in a given society by Savage (1993). CBA may also be viewed as Competency Based Education and Training (CBET), Competency-Based learning (CBL), Competency-Based Instruction (CBI) and Competency-Based Programs (CBP), interchangeably with the Performance Based Approach (PBA) according to Bashar (2013).

1.2.3 Communicative English Language Teaching and Learning or CA

The Communicative Approach (CA) is also known as the Communicative Language Teaching (CLT) according to Suemith (2011). British and American proponents saw the CLT

more as an approach that aims to teach communicative competence and to seek ways to teach the four literacy skills that recognize the interdependence of language and communication. The CA is equally defined according to Nunan (1991) as an approach to language teaching that emphasizes interaction as both the means and ultimate goal of study. According to CLT, the goal of language education is the ability to communicate in target language Savignon and Sandra (1997).

1.2.4 Language Learning (LL)

Language learning is knowing about language, or formal knowledge of language. Learning refers to explicit knowledge of rules, being aware of them and being able to talk about them. This is according to Krashen and Terell (1983). In recent years, language learning has been viewed from a very different perspective. It is seen as resulting from processes such as: Interaction between the learner and users of the language; Collaborative creation of meaning; Creating meaningful and purposeful interaction through language; Negotiation of meaning as the learner and his or her interlocutor arrive at understanding; Learning through attending to the feedback learners get when they use the language; Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence and Trying out and experimenting with different ways of saying things (Richards,2006).

Discussions about second language learning have been fundamental issues in human learning more generally. In the twentieth century, the issue concerning the first language learning involved the behaviorist psychologist Skinner and the linguist Chomsky. Skinner took the view that language in all its essentials could be and was taught to the young child by the same mechanisms which he believed accounted for other types of learning. In Skinners case, the mechanisms were those envisaged by general behaviorist learning theory, essentially the shaping of habits through repeated trial, error and reward. From this point of view, language could be learned primarily by imitating caretakers' speech (Rosamond, Florence and Emma, 2013)

On the other hand, Chomsky has argued for the view that human language is too complex to be learned in its entirety from the performance data actually available to the child, we must therefore have some innate predisposition to expect natural languages to be organized in particular ways and not others. For example, all-natural languages have word classes such as noun and verb, and operations which apply to these word classes.it is this type of information

which Noam doubts children could discover from scratch, in the speech they hear around them. Instead, he argues that there must be some innate core of abstract knowledge about language form, which pre-specifies a framework for all-natural human languages. This core of knowledge is known as universal grammar. If humans are endowed with an innate predisposition for language, then perhaps they should be able to learn as many languages as they need or want, provided that the time, circumstances and motivation are available. Whereas, the environmental circumstances for L2 learning differ systematically from L1 learning, except where infants are reared in multilingual surroundings (Rosamond, Florence and Emma, 2013)

1.2.5 Language Teaching

Zoltan and Tim (2003) mentioned by Hammer (2007) see teaching as the exercise of group leadership. It is our role as group development practitioners that really counts, they suggest. Teaching is an interactive process between a teacher and students involves communication, planning and achieving educational objectives according to Rajagopalan (2019). According to Hoti and Baja (2013) language teaching is the process of teaching a language to students, focusing on reading, speaking, writing, grammar, and integrating theory and practice.

Some principles of language teaching and learning as listed above was proposed by Renandya (2020). The primacy of input, meaning focused output is important, do not over teach grammar, focus on high frequency words(vocabulary), teach words in meaningful chunks.

According to her, input essentially refers to oral or written language that a learner receives. However, not all input is useful for language learning. If our students are exposed to language that they cannot comprehend, they will not learn much from it. Research has shown that for input to be beneficial for language development, it has to be highly comprehensible, abundantly and reliably available in the classroom and it has to be meaningful and interesting so as to engage students' attention. There is now ample evidence to show that learners who receive a lot of interesting and meaningful comprehensible language input through extensive reading/listening tend to have a stronger mastery of the grammar of the language, a larger vocabulary size and achieve a higher level of proficiency in English (Day and Barmford, 1998). L2 researchers like Ellis (2005) agreed that learner output is useful for learners' language development. It can make learners pay more attention to grammar, thus enabling them to produce more accurate language, it can provide them with an opportunity to try out newly learned grammatical points. Where learner output is concerned, we need to link input with

output-based practice. This often means giving students opportunities to read and listen to a number of texts to help them become familiar with the language that they will later need for production. More so, fluency-based speaking or writing activities should involve the students practicing familiar and unknown materials. The role of grammar in language is less controversial than it used to be. People now agree that grammar is an essential part in language leaning and teaching (Richards and Reppen, 2014). Thus, the current thinking that grammar is that grammar is too important to be ignored and it should continue to become an important part of our teaching, keeping in mind that our students just need enough grammar so that their language becomes linguistically comprehensible and socially acceptable. Complex grammatical structures such as the subjunctives, complex conditional clauses, and the future perfect tense which are commonly taught in schools and tested in the examination should perhaps not be included in the curriculum.

Learners need basic grammatical structures to communicate common types of meaning successfully, that is, to produce comprehensible language. Swan (2002) points out that we don't know precisely what these structures are, but they are likely to include basic sentence structures (SVO structure and interrogative structure), basic verbs forms, the main tenses (present past, progressive and perfective) and the use of modals (for example: can, could, should, must). Proponents of the communicative approach, that is, we should not worry too much over grammatical accuracy as long as the students are able to communicate their ideas in foreign language. Language errors, we are told, are not important as long as they do not interfere with the intended message of our communication (Littlewood,1981).

Grammar is important, vocabulary is even more important. Wilkins (1972) says that, without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. Without words language cannot exist. We also know that we need a lot of words in order to communicate our thoughts, feelings, and ideas with precision. The key thing to remember is that, learners need to develop an in-depth knowledge of what these words means and how to use them appropriately in a variety of contexts.

Set expressions are also known as fixed expressions, lexical chunks or formulaic language. According to Wood (2002), formulaic language units refer to multiword or multiform strings produced and recalled as a chunk, like a single lexical item, rather than being generated from individual items and rules. Examples of formulaic language include the following familiar phrases and sentences:

- No kidding! long-time no see
- Off the top of my head; if I recall correctly, etc
- On the other hand; to make a long story short; to tell you the truth
- Do you really mean that? Seriously?
- And many others

It appears that children acquire fixed phrases and expressions through massive amounts of exposure to the language since young. We don't learn language by first learning the rules and then apply these rules when we use the language.

1.2.6 Communicative Competence

According to Hargie (2006), it is the ability to achieve communicative goals in a socially appropriate manner. It is organized and goal-oriented, that is it includes the ability to select and apply skills that are appropriate and effective in the respective context. It involves verbal and non-verbal behavior.

1.2.6.1. Grammatical competence

In order to define this, we will first define grammar according to the Oxford Advanced Learner's Dictionary (2000). He defines it in three ways, grammar is defined as the rules in a language for changing the form of words and joining them into sentences. Secondly it is defined as a person's knowledge and use of a language. Thirdly, it is a book containing a description of the rules of a language, and lastly it is a particular theory that is intended to explain the rules of a language or of languages in general. Leaving aside the second and third meanings, definitions one and four are important to consider, as "grammar" is generally understood either as rules governing language or as linguistics which encompass theories giving explanation to those rules. According to Nassaji and Fotos (2011), grammatical competence is the speaker's knowledge of the forms and meanings that exist in grammar, and a theoretical knowledge of how to use them. This type of knowledge is mirrored in the grammar rules. That is, competence is in the head. Tasks that are sentence-based often develop the grammatical competence.

1.2.6.2. Notional competence

Wilkins (1972) developed this syllabus to teach language. He emphasized on the purpose for which language is used for a particular relationship. Language style depends on the formal, semi-formal or informal situation. We do not address our teacher the way we address our friend. This approach places emphasis on the communicative purposes of language. For

communicative purposes certain functions such as - introducing, greeting, inviting, accepting, refusing, asking for information, instructing, apologizing, (just to name) a few are covered. These functions include the notions related to duration, location frequency, quantity, (just to name a few). The functional notional approach gradually developed into communicative approach

1.2.6.3. Situational competence

This competence is a result of the situational approach which was developed to cover up the weaknesses of the audiolingual approach. The situational approach was useful in presenting language as used in situations. According to **Fki-Aouam** the situational approach ensures that the language that is being taught is realistic, all the words and sentences must grow out of some real situation or imagined real situation. Thus, the meaning of words is tied up with the situations in which they are used. The learners know the meaning of the word "blackboard", not because they have looked it up in a dictionary, but because they have learned the word in situations; by hearing commands such as: "Look at the blackboard!"; "Clean the blackboard!", "Write on the blackboard!". This example stresses the association between the word "blackboard" and the action of "looking at it", "cleaning it", or "writing on it. Even if the classroom environment is limited, the teacher's inventiveness should be put into practice in the pretense of a situation picked up from outside the classroom.

1.3 REVIEW RELATED TO THE VARIABLES
1.3.1. CBA
1.3.1.1. Historical background of the CBA

Before the CBA was adopted in Cameroon, there were many previous approaches and methods used in teaching languages. We cannot begin without defining what an approach, method and somehow techniques are. According to Edward (2014) an approach is a set of correlative assumptions dealing with the nature of language and the nature if language teaching and learning. He still says that language is axiomatic which means that it describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith that is something which one believes but cannot necessary prove.it is often unarguable except in terms of effectiveness of the method which grow out of it. Still according to Edward (2014), method an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. Since an approach is

axiomatic, a method is procedural while a technique is implementational. That is, that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefor in harmony with an approach as well.

Richards and Rodgers (1986), detailly explain the approaches and methods used previously to teach and learn language. They say that the concept of learning a foreign language is not new. Trade, commerce, higher education in different fields, diplomatic missions all led to the learning of foreign languages. Before, Latin was the lingua franca, which was replaced by English. If we look at the history of language teaching, the first instance of language teaching methodology was seen in the 14th and 15th centuries. Europe taught classical languages like Greek and Latin. Latin was taught through the inductive use of rhetoric and grammar. Rules of grammar were memorized following translation. In the beginning of the 16th century, the importance of Greek and Latin reduced because modern European languages like English, French and Italian became popular. But, the method of teaching through grammar-translation remained the same. This insisted upon learning grammar rules, vocabulary items and translation of the sentences from the targeted to the source language and from the source to the targeted language. Reading and writing were the main focus points. There was no room for oral practice. This method was also used and is still somehow presently used to teach English to francophones in Cameroon. By the mid of the 19th century, the hold of grammar translation method loosened. The need for oral communication was realized. Gouin mentioned by Shastri (2010) studied child's language acquisition process as a model for language teaching. His main contribution was to treat language learning as a connected series of activities actually undertaken in real life. He used imitation, association and memorization as his principle techniques.

The Reform movement challenged the grammar translation method and brought up new methods to develop oral proficiency according to Richards and Rodgers (1986). Towards the end of the 19th century, Linguistics was established as a science. This resulted to the systematic teaching of language. Phonetics was established. The emphasis was more on speech or verbal than on writing. In 1886, the International Phonetic Alphabet (IPA) was designed. This facilitated the transcription of the sounds of any language. The new trends of naturalistic principles of learning gave different direction to language teaching. Direct method was developed. It lays emphasis on the direct use of the target language without translation in the mother tongue. The inductive method was used to teach grammar whereby examples were given first before explaining the rules. Speech was considered more important. Sweet (1845-1912)

realized the limitations of 'Direct method' because it lacked a methodological base. He believed in the scientific analysis of language to develop a teaching method and the principles of psychology. He introduced the factors of gradation, selection and limitation with integration of skills. All of this acted as the basis for innovations made in language teaching during the 20th century and resulted to the development of the following approaches and methods (Richards and Rodgers, 1986).

The Oral-Structural Situational approach was popular from the 1930s to 1960s. Palmer and Hornby were its main propagandists. Palmer built his principles of methodology based on linguistics and psychological analysis of the process of learning. He emphasized on the importance of the behavioristic principles of learning such as habit formation, accuracy, gradation, motivation etc. West developed the Reading method with a general service list of two thousand words in 1953. In America, Audio-lingual method evolved out of the structural approach. It became very popular during Second World War. This method remained popular till late sixties. (Shastri, 2010)

In 1965, Chomsky with his Transformational Generative Grammar Theory (Linguistic Approach) brought a revolutionary change in the language teaching scene. The focus shifted from form to meaning. Before, the behavioristic theory ruled the scene. Chomsky challenged this mechanical theory and refused to accept human beings as organisms. He believed in the cognitive theory of learning. Human beings, according to him, have innate capacity to learn a language. They have the faculty of creativity to generate new structures and they do not learn new sentences by mechanical imitation or repetition. Factors of competence and performance became important. In early seventies Chomsky's cognitive code became popular. Importance of meaning was established. Wilkins introduced the theory of functions and notions. Krashen and Terrel emphasized on the application of the principles of first language acquisition on second language acquisition and learning. The late seventies witnessed the shift towards Communicative Language Teaching Approach. Hymes, Widdowson, Brumfit, Halliday, Austin and Searle' cited by Shastri (2010) were its main propagandists. Communicative competence became very important. Teaching was skill based. Fluency was given more importance than accuracy. Errors were considered as an integral part of learning a language. English For Specific Purposes (ESP) an offshoot of communicative approach is introduced to cater to the needs of the learners from different professions. Thus, the communicative approach that started in the seventies is still popular in the nineties and twenties. (Shastri, 2010)

Just as Chomsky's linguistic approach emphasized on competence and performance in the 1970s, a kind of educational movement in the US of America defined educational goals in terms of precised measurable description of knowledge, skills, and behaviors students had to possess at the end of the course of study according to Richards and Rodgers (2001). This movement was responsible for the development of the Competency Based Education or CBA for the first time. Thereafter, the movement spread into European countries such as the UK and Germany in the 1980s. according to Wolf (2001) cited in Kafyulio and al (2012) Australia adopted the competence based curricula in the 1990s and since then, other countries world wild have been motivated to implement the complement based curriculum in schools due to the ever changing technology and global market. The competence-based curriculum was adopted for the first time in Africa by the South Africans in 1998 following the acute shortage of professionals like artisans, engineers and technicians. Mulaudzi (2009) says that the south Africans adopted the competence-based curriculum in a bid to change the attitude of all South African citizens and equip them with an employable skill to cope with challenging issues in the 21st century. Tanzania in 2008 adopted the competency-based curriculum in their educational sector.

The objectives according to Nunan (1988) says that the objectives of performance include three elements. The objectives are defined in terms of performance by which output are emphasized rather than input. Behavioral objectives describe what the learner does instead of the teacher. The first element speculated by Nunan is the performance components which states what the learner is to be able to do. The second is the condition component which specifies the circumstances and conditions under which learners are to perform the task, and the last element is the standard component which indicates how well the task is to be performed. It focuses on the outcome of a learning process that is what learners can do after a lesson. This approach hereby suggests that teaching should be practical, giving learners knowledge that is relevant to them. Though real-life situation is implicit in the CBA, Cameroon has contextualized the CBA with entry through real life situations to suit her socio-cultural diversity.

As we have already mentioned, the competency-based education was founded in entelechic form in the 1960s as a separation of the notions of "professionalism", "competency", and "competence". we can separate three key stages that determine respectively three highly essential stages in historical development and modern existence of the competency-based education. First of these stages dated to between mid-1960s and early 1970s, may be determined as a terminological one as it was that very period when basic notions of a future educational discipline were introduced in scientific use (such as a "competency" itself). The conclusions

about generative grammar were not yet transferred to the field of education and pedagogy, remaining within the competency-based field of linguistic school. It was not until 1975, when Hymes introduced the notion of "communication competency", that Chomsky's ideas could be considered as adopted by psychological science. From the mid-1970s to the early 1990s, the psychological aspect dominated in the competency-based approach, and that is what we would call the second stage of the development of competence-based approach to education. Such scientists as Raven, Makeshnan, Burns established and developed many concepts of the competency-based education at that period, but the application of these concepts was limited to purely psychological (communication theory), human resources and psychological (management) and administrative spheres.

However, some educational aspects of the competency-based approach were established in general at the same stage due to linguistic origin of the competency theory. This happened in the field of foreign language learning (Burns, 1973). This very type of education should be historically considered as the first preceptor of the competency-based orientation. Besides, in 1984 one of the classics of the competency theory Raven advanced a revolutionary theory of competence socialization in his book Competence in modern society: Its identification, development and release (Raven, 1984). He suggested several complete definitions for key notions and developed complete lists of basic competences with their basic features. We should note that Raven repeatedly used such characteristics of general notion of competence as above-mentioned preparedness and probability (as well as the groups of competences we separated as "will competences"). Moreover, it was Raven who first stated the idea of interconnection (or inseparability) between social and professional competences. Thus, it was the second stage of development of the competency based pedagogics when the idea of competences (those started to be classified in different ways, especially by Russian scientists, such as L. Petrovskaya, A. Markova, etc.) as definite and final goals of learning: this crucial aspect of general competence theory underwent some transformations with the course of time as a competence finiteness ceased to be understood as an actual entity; as it was more like a distant image in the process of excellence of a trained specialist. In 1990, the Council of Europe "…separates a strategic, social, sociolinguistic, linguistic, and educational" (Zimnyaya, 2004) competences to become the first legal confirmation of the notions of the competency-based education.

Besides, we should note that such Russian researchers as Kuzmina and Petrovskaya came to an essential conclusion of a modern competency theory at the same time (1990) which says that the basic notion of this theory should be considered within the integral psychological

and social context since the competency is not just a consequence of posteriorization of formal knowledge, but also a personality trait of a professional. This very observation implies that educational preparation in the system of higher education shall pursue a wider set of objectives rather than just compliance of a graduate with the awareness standards. Finally, the third stage of development of the competency-based education is characterized by global development and active implementation of conclusions made at the previous stages. This period is known for significant increase of interest in competency pedagogics in Russia, where a great number of fundamental works appeared (by such authors as Markova, Alexeyeva, Sivkova, Mitina, etc.). They thoroughly analyzed the place of competency in social and cultural life of learning and developing specialists. A characteristic feature of the third, modern, stage of development of competence-based approach to education becomes a documentary acknowledgment of this approach. According to Petrovskaya, the four pillars of modern education stated by Delors (learning to know, learning to do, learning to live together, and learning to be) are actually "global competencies".

1.3.1.2. Principles of the CBA

Richards and Rodgers (2001) have enumerated some Principles of the CBA. They are as follows;

1. Language is a vehicle for the expression of functional meaning (functional view). It has different functions which convey different meaning;

2. Language is a vehicle for the realization of interpersonal relation and for the performance of social transactions between individuals. Language is a tool for the creation and maintenance of social relations (interactional view). For people to interact, they need a common code which is language;

3. CBLT or CBA is built around the notion of communicative competence and seeks to develop functional communication skills in learners. This refers to what the learners need to know in order to be communicatively competent in a speech community;

4. CBLT or CBA shares with behaviorist views of learning, the notion that language form can be inferred from language function; that is, certain life encounters call for certain kinds of language. For instance, a learner who finds himself in an industrialized town, will have to use more language related to industrialization.

1.3.1.3. Implementations of the CBA in Cameroon

The ministry of basic education of Cameroon in 2004 had distinguish three main components of the competence to be taught namely; the subject competence which implies the knowledge, the transversal competence which implies the knowledge resulting from all the subjects in a child's learning, and lastly the problem-solving skills for real life situations. Richards and Rodgers suggest on their own part for the CBA to be implemented effectively, the instructional materials must be the ones that can motivate the learners to provide information in interesting way, bring the real life situation and cultural information to the classroom, supply learner with real exposure to target language, and meet the needs of the learner. Just as mentioned earlier, the CBA advocates the leaner-centered approach in which the learning process is central. Some aspects of a learner centered approach has been enumerated by Field and Drysdale (1991) such as the use of individualized materials, flexible learning time and continued feedback. The focus in the CBA is to enable learners to master knowledge, skills and attitudes needed for the world of employment and general life as mentioned earlier. Rogiers (2004) says that the CBA relies on three main objectives which are: firstly, to emphasize the competencies that the student must master at the end of each school year and at the end of compulsory school, rather than stressing what the teacher must teach; secondly, to organize the learning outcomes in the best way so as to bring their students to the level expected; and thirdly, to entrust the responsibility for learning to the student who has to build his or her own knowledge through means made available by teacher. Beimans and al (2004) say that the role of the teacher in the CBA is supposed switch from the role of an expert who transfers knowledge to a coaching role of facilitating and guiding the learning process. So, the teachers implementing this approach should encourage learners to be creative, ensure the planning and organization of activities, and suggest ideas without imposing them to the learner. Since the teacher acts a facilitator in the CBA, Anane (2013) highlighted some facilitating methods such as direct instruction method, small group method, discussion method and problem-solving method.

Auerbach (1986) cited in Ngala (2016), reveals eight key points in the implementation of the CBA programs in English as a second language, these features are listed below

- Students are required to become autonomous individuals capable of coping with the demands of the world. The focus here is on a successful functioning in society.
- Performance centered or task orientation: what counts is what students can do as a result of instruction. Emphasis are laid on the overt behaviors rather than the ability to talk or knowledge to talk about language and skills.

- Individualized, student centered instruction: in content, level, and pace, objectives are defined in terms of individual needs; prior learning an achievement are taken into account in developing curricular. Instruction is not time based; students' progress at their own rates and concentrate on just those areas in which they lack competence.

- Outcomes that are made explicit a priori: outcomes are public knowledge, known and agreed up on by both learner teachers. they are specified in terms of behavioral objectives so that students know exactly what behaviors are expected of them.

- A focus on life skills rather than teaching language in isolation, CBA teaches language as a function of communication about concrete tasks. Students are taught just those language forms or skills required by the situations in which they will function. These forms are determined by "empirical assessment of language required" as proposed by Findley and Nathan (1980)

- Modularized instruction objectives are broken into narrowly focused sub objectives so that both teachers and students can get a clear sense of progress. Language learning is broken down into manageable and immediately meaningful chunks (Center for Applied Linguistics, 1983:2)

- Demonstrated mastery of performance objectives rather than the traditional paper and pencil tests, assessment is based on the ability to demonstrate pre-specified behaviors.

- Continuous and ongoing assessment; students are pretested to determine what skills they lack and post tested after instruction in that skill. If they do not achieve the desired level of mastery, they continue to work on objective and are retested. Program evaluation is based on the test results and, as such, is considered objectively quantifiable.

1.3.1.4. Advantages of the CBA

One of the most rewarding results of a competency-based approach to teaching English is that the learners are likely to feel more interested and motivated. There are several reasons for this:

- They can see that the language and skills they are learning are relevant or useful to them (Ngala,2016)

- They are able to use English to express themselves and exchange ideas, which can make learners feel successful and motivated to learn more.

- The learners take an active role in their learning, which involves them more and contributes to higher motivation because it can hold their interest and build self-esteem (Khaleel et al, 2014)

Competency-based teaching can also help teachers because the teacher's role is less directive (giving information and answers), instructive and more facilitative. They design experiences to meet learners" interests and needs and in which learners participate actively. The teachers plan and organize tasks for learners so that learners are working in English. Teachers therefore have more time to observe what the learners understand and are able to do as speakers, listeners, readers and writers. They are then better able to design lessons that help the learners develop their competency.

- It is very tiring for teachers to be the center of attention all day. Some teachers speak so much their throat hurts! When teachers create a learner-centered, competency-based teaching classroom, learners take a more active role and teachers don't need to be the center of attention as much.

- It is possible for teachers to feel that they have more freedom, control and ability to be creative in a competency-based classroom because they can use methods of teaching that they and their students find interesting and useful as long as they focus on students developing the ability to use English.

- By developing English competency, the learners are able to express themselves and communicate about their world to others, and gain access to the international community. In addition, as students take on an active role as English language learners, they take responsibility and develop problem-solving skills useful to their future as citizens of the world.

The competency-based approach (CBA) to teaching English is similar to communicative teaching, which it has replaced. In some ways you could consider it as 'very good' communicative teaching that goes one step further by making sure that the learners can apply what they learn in class to real-life situations outside the classroom (Ngala, 2016).

1.3.1.5. Disadvantages of the CBA (Ngala, 2016)

Concerning the setbacks of the CBLT, Auerbach (1986) points that critics of CBLT argue this approach carries hidden assumptions about reality and social order. It is determinist, prescribing social roles for students and reinforcing the power structure.

- Richards and Rodgers (2001) add that CBLT is seen as prescriptivist in that it "focuses on behaviour and performance rather than on the development of thinking skills". They mention that CBLT reflects a banking model of education in which the function of education is to transmit knowledge or skill according to the values of the dominant socioeconomic group.

- In addition, teaching overt behavior seems mechanical, inhibiting critical thinking. CBLT emphasizes observable outcomes. However, much learning cannot be observed. Only

focusing on results obscures the complexity and dynamism of language and teaching process, therefore, creativity and innovation may be suppressed. The nature of language is creative and unpredictable. It does not include successive acquisition of discrete forms.

- Another critique is that although CBLT claims to be student-centered, it takes control of learning out of student's hands by extensive information gathering process prior to instruction as well as prespecifying standardized competency lists. For CBLT to be learner centered, needs have to be identified collaboratively as a result of trust and experience rather than as a precondition for instruction. Corder (1967, as cited in Aurebach, 1986) believes that only through classroom interaction a learner-based syllabus can be determined.

- Taking cultural differences into account, CBLT begins with only one presupposed culture. Sullivan (1995) adds that unless training and follow up assistance is provided for the teachers, there is a tendency to slip back into the role of the traditional teacher. Aurebach (1986 citing Tollefson, 1986) argues that there are no valid procedures to develop competencies for most programs. On the other hand, many of the areas are impossible to operationalize.

- McKay (2007 cited in Khaleel and Mahshad, 2014) states that critics of standards believe that they are both administrative and political. Moreover, since standards underpin individualism and competition, they are considered as intrusive by many teachers. 21 Brindley (1998) suggests that tensions between purposes of policy-makers, administrators, and practitioners' impact on the validity of standards.

1.3.2. CELTL

1.3.2.1. Historical Background of Communicative English Language Teaching and Learning

Another calling for the CELTL is the Communicative Language Teaching (CLT). Communicative Language Teaching (CLT) originated in Europe in the 1970's with the aim of making language instruction responsive to the communicative, functional demands of learners. It has its roots in the changes to the British language teaching tradition which adopted the Situational Language Method. This method aimed to teach basic grammar within meaningful situations. However, it was seen that this method did not allow for the creativity of interactions. A need to study the language itself was seen. This was partly a response to Chomsky's demonstration that the current structures of language could not account for the uniqueness and creativity of uttered sentences. Likewise, the British Applied linguists saw the need to focus more on the communicative proficiency rather than structures (Richards and Rogers, 2001).

Another cause that triggered the search for different approaches to teaching was the changing educational realities in Europe. The increasing interdependence of European countries required a working knowledge of the major languages in the continent. Thus, the effort to look for and develop alternative ways of teaching languages was in the list of top priorities (ibid).

Thus, in 1971, a group of scholars looked into the development of language courses where learning tasks were broken down into smaller units that corresponded to the needs of the learners and are related to the rest of the syllabus. After considering the needs of European language learners, the British linguist, Wilkins, sought to propose a functional or communicative function of language based on which a syllabus can be developed. He analysed the communicative meanings that a learner needs to express and understand. Thus, instead of the traditional system of teaching grammar, he focused on meaning. He categorized meaning into two: (1) notional (time, sequence, quantity, location, frequency; and (2) categories of communicative function (request, denials, offers, complaints) (Richards and Rogers, 2001). This, together with the work of other applied linguists and teaching specialists in Great Britain, came to be called the Communicative Approach or simply Communicative Language Teaching (CLT). He equally talked about the grammatical and situational competencies. The main purpose behind communicative language teaching methods is to prepare students to be confident communicators in different real-life contexts, through repetitive oral practices and student-student cooperation (Blog, 2021)

1.3.2.2. Theoretical Development of the CLT

The first theorist behind CLT is Chomsky (1957, 1965) who attacked behaviorist and structuralist views about language learning. According to him, new language is produced in each utterance correcting the belief that language is limited to structures. Rather, there were fixed sets of principles and parameters from which an infinite number of linguistic forms arise (Grenfell and Harris, 1999). This means that there was an underlying syntactic structure which allows people to share a universal grammar. This deep structure is not affected by the variability of the surface structure consisting of the different languages spoken in the world (Suemith, 2011).

Chomsky developed the notion of competence which he asserted was the goal of language learning. Competence here is defined as the formation of all possible generating structures in the mind, from which any one structural element (utterance) comes out as a product. The common name for the latter is performance (ibid.)

Thus, competence came to be the most commonly shared concept in linguistics and language learning. This means that the knowledge of a language depends not so much on the performance of the speaker which may be affected by variables such as memory limitations, distractions, shifts of attention, hesitation phenomena, etc. but on how much it has been assimilated and internalized by the learner as part of his psychological mindset. This position therefore leads to the idea that the aim in teaching and learning a second language must be to develop competence in that language. More than monitoring performance, one has to set up generating structures at a deeper mental level (ibid)

However, this Chomskyan idea of competence was rather ideal. It did not take into account actual linguistic performance but rather concerned itself more on the perfect language knowledge. The question now was how to measure this unobservable, underlying level (Brown, 2000).

It was then that Hymes coined the term "communicative competence." Hymes referred to it as the aspect of competence that enables one to convey, interpret and negotiate meaning interpersonally within specific contexts (Brown, 2000). He balanced grammar with appropriateness and use. This notion then opens the way to social and interactional values and conventions. "Hymes celebrated statement was 'there are rules of use without which rules of grammar would be useless" (Grenfell and Harris, 1999). Hymes therefore introduced language acceptability through this concept of communicative competence. This has been considered a more comprehensive view of language learning and has since then been an established concept and goal in this field (Suemith, 2011)

Communicative competence is defined in terms of expression, interpretation, and negotiation of meaning. It includes knowing how to use a language for a wide range of purposes, knowing how to vary the language according to the context, knowing how to produce and understand different types of texts, and knowing how to communicate despite lack of proficiency using effective communication strategies (Richards, 2006). These respectively correspond to the four components of communicative competence: grammatical competence, discourse competence, socio-cultural competence, and strategic competence (Savignon, 2002). Psycholinguistic and sociocultural perspectives in second language acquisition (SLA) research account for its development (Suemith, 2011).

Thus, there was clearly a move from the grammatical expression of language to its social expression. At the same time that this linguistic theory was being developed, other fields

contributed to the advancement of CLT with their social paradigms: anthropology became focused on social contexts and speech events; sociolinguistic observations pointed out that individuals adjust their language depending on the situation, and that grammar is more a probability rather than an absolute rule; social psychology mapped feelings of persons within and outside a group, the way individuals combine different linguistic forms, and their motivations for doing so; philosophy also turned to speech acts, intentions and interpretations, and the notion of cooperative principle in interactions; finally ethnomethodology looked into the conventions followed in social activity. These fields, as can be seen, developed a social perspective that made language context-dependent, negotiable and related with the person's self-concept and identity (Suemith, 2011).

This was the academic climate within which communicative language teaching was born. At this time, another important figure came into the picture - the psycholinguist, Krashen. He claimed that language competence is something innate. He believed that every individual has a Language Acquisition Device (LAD) which is activated when learning takes place. This activation takes place when there is a lot of exposure to the language or what Krashen terms as comprehensible input. Language is acquired and not learned, and it takes place in a natural order. Grammar only serves to monitor accuracy. Although Krashen was not one of the proponents of CLT (who were mainly British), his theory definitely had things in common with the CLT theories that were then taking shape. Some of these commonalities were that learning a first and a second language is similar; that "learning takes place through meaning focused language; third is that interactions with other people rather than the language itself are central in the learning process…. The fourth is that the identity of the learner is central in the learning process". (ibid).

Language teaching has seen many changes in ideas about syllabus design and methodology in the last 50 years, and CLT prompted a rethinking of approaches to syllabus design and methodology. This approach originated in Europe. We may conveniently group trends in language teaching in the last 50 years into three phases: Phase 1: traditional approaches (up to the late 1960s); Phase 2: classic communicative language teaching (1970s to 1990s); Phase 3: current communicative language teaching (late 1990s to the present) (we will not comment on phase 3 for now)

Traditional approaches to language teaching gave priority to grammatical competence as the basis of language proficiency. They were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive

practice and drilling. The approach to the teaching of grammar was a inductive one: students are presented with grammar rules and then given opportunities to practice using them, as opposed to an inductive approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves. It was assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation. Once a basic command of the language was established through oral drilling and controlled practice, the four skills were introduced, usually in the sequence of speaking, listening, reading and writing. Techniques that were often employed included memorization of dialogs, question-and-answer practice, substitution drills, and various forms of guided speaking and writing practice. Great attention to accurate pronunciation and accurate mastery of grammar was stressed from the very beginning stages of language learning, since it was assumed that if students made errors, these would quickly become a permanent part of the learner's speech. Methodologies based on these assumptions include Audiolingualism (in North America) (also known as the Aural-Oral Method), and the Structural-Situational Approach in the United Kingdom (also known as Situational Language Teaching). Syllabuses during this period consisted of word lists and grammar lists, graded across levels. In a typical audiolingual lesson, the following procedures would be observed:

- Students first hear a model dialog (either read by the teacher or on tape) containing key structures that are the focus of the lesson. They repeat each line of the dialog, individually and in chorus.

- The dialog is adapted to the students' interest or situation, through changing certain key words or phrases

- Certain key structures from the dialog are selected and used as the basis for pattern drills of different kinds

- The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialog may be introduced.

- Follow-up activities may take place in the language laboratory, where further dialog and drill work is carried out. (Richards and Rodgers, 2001)

In a typical lesson according to the situational approach, a three-phase sequence, known as the P-P-P cycle, was often employed: Presentation, Practice, Production.

- Presentation: The new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students' comprehension of it.

- Practice: Students practice using the new structure in a controlled context, through drills or substitution exercises.

- Production: Students practice using the new structure in different contexts, often using their own content or information, in order to develop fluency with the new pattern

Under the influence of CLT theory, grammar-based methodologies such as the P-P-P have given way to functional and skills-based teaching, and accuracy activities such as drill and grammar practice have been replaced by fluency activities based on interactive small-group work. This led to the emergence of a "fluency-first" pedagogy (Brumfit, 1984) in which students' grammar needs are determined on the basis of performance on fluency tasks rather than predetermined by a grammatical syllabus. We can distinguish two phases in this development, which we will call classic communicative language teaching and current communicative language teaching.

In the 1970s, a reaction to traditional language teaching approaches began and soon spread around the world as older methods such as Audiolingualism and Situational Language Teaching fell out of fashion. The centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence. While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs, and so on. What was needed in order to use language communicatively was communicative competence. This was a broader concept than that of grammatical competence, included knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions. Traditional grammatical and vocabulary syllabuses and teaching methods did not include information of this kind. It was assumed that this kind of knowledge would be picked up informally.

The notion of communicative competence was developed within the discipline of linguistics (or more accurately, the subdiscipline of sociolinguistics) and appealed to many within the language teaching profession, who argued that communicative competence, and not simply grammatical competence, should be the goal of language teaching. The next question to be solved was, what would a syllabus that reflected the notion of communicative competence look like and what implications would it have for language teaching methodology? The result was communicative language teaching. Communicative language

teaching created a great deal of enthusiasm and excitement when it first appeared as a new approach to language teaching in the 1970s and 1980s, and language teachers and teaching institutions all around the world soon began to rethink their teaching, syllabuses, and classroom materials. In planning language courses within a communicative approach, grammar was no longer the starting point. (Richards, 2006).

1.3.2.3. Pedagogical Implications

A CLT-based syllabus looks at the following aspects of language as summarized by Richards (2006):

1. As detailed a consideration as possible of the purposes for which the learner wishes to acquire the target language; for example, using English for business purposes, in the hotel industry, or for travel;

2. Some idea of the setting in which they will want to use the target language; for example, in an office, on an airplane, or in a store;

3. The socially defined role the learners will assume in the target language, as well as the role of their interlocutors; for example, as a traveller, as a salesperson talking to clients, or as a student in a school;

4. The communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting;

5. The language functions involved in those events, or what the learner will be able to do with or through the language; for example, making introductions, giving explanations, or describing plans;

6. The notions or concepts involved, or what the learner will need to be able to talk about; for example, leisure, finance, history, religion;

7. The skills involved in the "knitting together" of discourse: discourse and rhetorical skills; for example, storytelling, giving an effective business presentation;

8. The variety or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach;

9. The grammatical content that will be needed;

10. The lexical content, or vocabulary, that will be needed.

1.3.2.4. Principles of the Communicative Approach according to Savignon (2002).

1. Language teaching is based on a view of language as communication. Through it, speakers make meaning and communicate for a specific purpose, whether orally or in writing.

2. Diversity is part of language development and use.

3. Competence is relative, not absolute.

4. Varieties of language can be used as models for learning and teaching.

5. Culture is a means for shaping speaker's communicative competence, both in the first and in subsequent languages.

6. Various techniques and methodologies are allowed.

7. Language use serves to express ideas, interact with others and understand and produce texts, and is related to the progress of competence in each.

8. Learners should use the language in performing tasks, for a variety of purposes throughout the learning process.

1.3.2.5. Advantages of the CELTL

According to Harmer (1988) and Savignon (2002), the CLT approach offers many advantages for both teachers and students. These are summarised in brief below:

Learning with a purpose

Firstly, CLT delivers a clear and obvious benefit to leaners – they're actually able to use the skills they've learned to communicate target language. CLT is not about learning just for learning's sake, it has a clear definable purpose. Students become competent communicators able to use the right grammar, vocabulary and sentence structure in different real-life context – and are flexible enough to adapt as circumstances dictate. This approach also enables learners to quickly gain confidence when interacting with other people which help them enjoy their new found language skills.

Student centred approach

The above advantages also help us to identify a second- that the CLT approach tends to be a more student centred and situation-oriented language teaching practice. In fact, according to oxford, CLT deliberately emphasizes "self-direction for the learners". Given that the teacher will not be available to help students when they're out in the real world, its appropriate tat they should take the lead in developing their core language skills and find ways to prioritise communication and conversation. Oxford believed that this is: "essential to the active development of the new language".

Increases student's engagement

As a result, evidence suggest that the CLT approach usually increases the student's engagement and enjoyment of their lessons where classroom resources are grounded in everyday situation with immediately evident, real world application students come alive. They become the protagonist at the center of learning rather than the audience on the site lines watching on. Furthermore, students are immediately able to take their learning and put it into practice in their engagement with native speakers outside of the classroom.

As well as offering clear advantages to the students the CLT approach can also offer a significant benefit to educators by fundamentally changing their role in the classroom. The educator is both the facilator, the guide and a helper as well as being a "coordinator and idea person and a co-communicator". Teachers talk less and listen more as well as being more focused on students individual learning journeys and working closely with them to achieve their goals.

Increases lesson variability and creativity

As adopting the CLT approach usually means that traditional, repetitive instructional tasks become less important, teachers have scope to be creative in the classroom. Although this means that additional time is needed to prepare appropriate teaching resources, there's significant benefit in increased student engagement and motivation.

Develops all core language skills

Finally and perhaps most importantly, CLT is a powerful teaching approach to encourage the development of the four macro skills in language learning- speaking, listening, reading and writing. These are a core part of CLT from the very start, since active communication serves to integrate the different skills. The use of real teaching materials (brochures, flyers, timetables, menus and magazines) also helps ensure that students develop relevant grammar and vocabulary while through activities that build these core skills.

1.3.2.6. Disadvantages of the CELTL

Despite the numerous advantages, its important to consider the challenges or limitations of CLT when determining if it's the right approach for your specific context. Overall, CLT has proven to be a valuable and versatile method for language teaching, equipping learners with practical communication skills and fostering a supportive and engaging learning environment (Blog, 2021).

1.3.2.7. Brief description of the English language

The language we speak or write is governed by a number of rules, styles and constraints. But whether language users are texting, emailing, speaking or letter writing, they are making choices about the language they use based on what they want to say, what medium they are operating in, how texts are typically constructed in such situations, what grammar they can use and what words and expressions they can find to express their meanings. Harmer (describes them in one of his books. He began by describing a number of grammar issues such as sentence constructions (subject, verb, object, complement and adverbial); parts of speech (noun, pronoun, adjective, verb, adverb, preposition, determiner, conjunction), verb forms (present, past, simple, continuous), form and meaning (one form many meanings, one meaning many forms);perfect verbs (present perfect, past perfect), participles(there are two participles in English, present participle and past participle), (regular and irregular verbs), active and passive; language functions (a language function is a purpose you wish to achieve when you say or write something.by performing the function you are performing an act of communication.); words together collocation (there are collocations which work and collocations which do not); speaking and writing (characteristics of speech, paralinguistic features, writing devices); pronunciation (sounds, stress, pitch and intonation).

1.3.2.7.1. Cameroon English syllabuses for French speaking General schools and lesson planning for high schools

Basing on historical facts as seen in the introduction, Cameroon has become a bilingual country after reunification of the Western Cameroon and northern Cameroon in October 1961. English and French were adopted as the official languages in 1972. Before the first world war, Cameroon was governed by the Germans from 1884-1916. After the war, the territory was shared between Britain and France. Britain is an English-speaking country and France is a French speaking country. The share of Cameroon as well as other African countries was headed by the league of nations from 1919-1945. The territories attributed to each colonial master was

under a mandate. Britain got two discontinuous strips of land of about 90,000km2 along the Nigerian border: the strip to the north was called Northern British Cameroun and that to the south was called Southern British Cameroon. The French got the biggest part as an independent territory whereas the British administered theirs from Lagos in Nigeria. After the second world war, the league of nations was replaced by the trusteeship territory of United Nations Organizations. This was till French Cameroon had its independence. French Cameroon became independent on the first of January 1960. Then on the 11 of February 1960, British southern Cameroon voted union with the French Cameroon through a referendum. The association between the two entities was consolidated on the first of October 1961 through the reunification of Cameroon and the creation of a federation made up of two states called west Cameroon and east Cameroon. The federation survived till 20 may 1972 when the unitary state made up of seven provinces was created and later in 1984, the number of provinces was increased to ten through Presidential decree. So, English and French were adopted as the two official languages baring the same status. (Laure, 2021)

Bilingualism was implemented in many domains such as media, civil services and education. According to Kouega (2003) French language which was and is still the language of instruction in French schools before reunification was implemented in English schools or anglophones schools. English as well was a medium of instruction in the English or anglophone schools was implemented in the French or francophones schools.

Though these languages have been adopted as official languages, English on its part has been greatly minimized, marginalized and stigmatized which has influenced the poor learning and acquisition of this language by the francophone speakers as remarked by Achimbe and Mforteh. However, the situation is changing as time goes by because more and more parents, students and some ordinary Cameroonians have seen the need and use of English as remarked by Ubanako and have in their own way, decided to project the language, to the extent of making it the first official language in Cameroon. So, Mforteh says that English is no more considered as an identity marker of a group of people, but as a bridge to international success that everyone, irrespective of official language background wants to cross. The government or state had to set the foundation to ensure the implementation of bilingualism.

Due to the colonial past and the unification of Cameroon which has resulted to the adoption of the two colonial languages for instance English and French. One can easily understand why two educational subsystems coexist in Cameroon which are the francophone subsystem of education inherited from the French colonial master and the English subsystem

of education inherited from the British colonial masters. Some of the laws adopted by the state for the impletion of bilingualism include, the 1972 constitution clearly establishes English and French language of equal values, the 1998 law of orientation devotes a special place to bilingualism (no 98/004 1998). Article 3 states that, the state consecrates bilingualism at all levels of education as a factor of national unity and integration. On February 2001 (order no 66/C/13), the second official language tests both written and oral was introduced in the First School Leaving Certificate and in the French's certificate as well (Certificat d'Etudes Primaire). A national bilingualism day was instituted in public and private schools (decision no 11/41/B1/1464/MINEDUC/IGE/IGP/ Bil, October 2002). During this day, francophone pupils must speak in English and anglophone pupils must speak in French.

Bilingualism is not limited to the primary school as required by the state of Cameroon since the secondary school is targeted by this policy. Law number B1/1461/MINEDUC/IGE/BIL, December 2002, instructs state official responsible for secondary education to reassure themselves of the effective observance of bilingualism day in all schools. More so, post and extra-curricular activities involve club activities such as the English club for French learners and French club for English learners. Awards of excellence for the best bilingual student in each class is established, the National Anthem must be sung in English and French alternatively and teachers are also invited to give their best to guarantee the effectiveness of bilingualism. Article no IGE/IGP/BIL, April 9th 2003, recommends that the managers of teacher training schools give adequate training to student teachers in order to equip them for teaching the second official language.

The French speaking subsystem of education is structured and organized as follows. It has the nursery school education, primary school education, secondary school education and high school education. The secondary school education is divided into two components. These components include the general education and technical education.

The general education has two cycles. The first cycle has a duration four years and is made up of the classes of sixième (6eme), cinquième (5eme), quatrième (4eme), and triosième (3eme). By the end of the fourth year, an official exam is written and sanctioned with a certificate called B.E.P.C. whereas the English-speaking subsystem of education has a duration of five years in the first cycle that is from Form 1 to Form 5 and is sanctioned with the G C E O Level certificate. The second cycle for the French speaking sub system of education has a duration of three years and it is comprised of the classes of second (2nd), premiere (1ere) and terminale (Tle). The classes of premiere and terminale are sanctioned with the Probatoire and Baccalaureat

certificates respectively. For the English subsystem, the second cycle comprises lower sixth and upper sixth which is sanctioned with a GCE A Level Certificate.

The technical education is divided into two cycles as well, the first cycle has a period of four years which is sanctioned by a professional certificate CAP and the second cycle has a period of three years for the French speaking subsystem of education. Professional certificates such as the Probatoire and Baccalaureat are given to the premiere and terminale technical students once they succeed the exams. The English system is a little different.

As far as French speaking learners are concerned, they should be able to communicate competently in English to cope with the varying situations and contexts in which they find themselves at all time in the country and in the world at large as written in the English language syllabus of the second cycle (2019). This means that they should be able to communicate fluently and accurately using all four basic skills in language learning while mobilizing knowledge, know-how and attitudes to solve a problem. For this goal to be achieved, new syllabuses have been designed within a recently adopted paradigm called the Competency Based Approach. The syllabuses had undergone many changes such as:

- A shift from objective based approach to competency-based approach through real life situations.

- A shift from a school cut off from society to one that prepares citizens for a smooth insertion into sociocultural and economic activities.

- A shift from an evaluation from knowledge to that of competences necessary to sustainable development.

But our main interest is based on the secondary French speaking high schools of Yaounde, precisely the classes of Seconde, Premiere and Terminale. Due to the shift from the skill-based approach (Laure, 2021) or objective based approach **(Wiysahnyuy, 2021)** or content-based approach **(Wood, 2001)** to competency-based approach, there have been many changes in the school programs, such as the development of competences through real life situations. For French speaking learners to be competent in real life situations, areas of life have been catalogued into domains and used as entry points for learning. The syllabus covers five domains of life with specified social roles and related curricula goals as described below:

- Family and social life (family issues community living, national integration, diversity acceptance etc)

- Economic life and occupations (trading, consumption habits and how the impact economic and social life etc)

- Environment well-being and health (maintaining hygiene and sanitation, coping with climate change, enjoying leisure, etc)

- Citizenship and human rights (the request for excellence, gender issues and democracy, etc)

- Media and communication (utilities of the media, modern technology, etc)

Therefor the learners will learn to act, react and interact competently as members of a community, producers or consumers of goods and services, and responsible citizens of a nation and of the world as a whole. Some of the competences to be developed at the end of the second cycle include: communicating accurately and fluently using all four basic skills in language learning; being able to transfer knowledge learnt in class to real life situations out of the classroom; and lastly, being able to cope and survive in problem solving situations.

1.3.2.7.1.1. General presentation of the programme of study (Tle syllabus, 2020)

As enshrined in her Constitution, Cameroon is a bilingual country with English and French as the two official languages. The Constitution provides the same legal and social status to both languages which are expected to be used indiscriminately throughout the country.

In today's fast changing world, the English language is an important communication tool in politics, economics, science, technology, and the media. Knowledge of this fact has caused an increasing number of Cameroonians (both English-speaking and French-speaking) to make greater efforts to use English and French fluently in real-life situations.

Every system, be it in pedagogy, administration or other, must be upgraded to suit innovations in scientific knowledge. Cognisant of this trend, the Ministry of Secondary Education has decided to make profound changes to the existing syllabuses. The present changes aim at reducing the shortcomings observed in the previous syllabuses so as to prepare French-speaking learners of English to use the language practically and successfully in real-life situations.

Henceforth, throughout the first and second cycles, the course shall cover diverse areas of life, and families of situations. The expected outcomes of teaching English to French-speaking learners in Cameroon is therefore to enable every learner to develop his/her personality and become a conscientious and autonomous citizen who can fully exercise his/her social roles as a member of a family and of a community, a producer and a consumer of goods

and services, and also as a morally fit and fully responsible citizen of Cameroon, of Africa, and of the world. Dealing with these issues requires a fair degree of mastery of related phonology, grammar and lexis. It also requires the capacity to receive, analyse, and give information orally and in writing, and to react appropriately to written or oral messages.

1.3.2.7.1.2. Students' exit profile

The *Terminal (Tle)* classes admit young learners with at least six years of exposure to the English Language. At the end of the Tle Secondary General classes, the learners would have built competences and fundamental knowledge in addition to intellectual, civic and moral skills which will enable them to cultivate their learning in general and their language proficiency in particular as they go out into the real world, or move into the university system.

1.3.2.7.1.3. Learning outcomes

By the end of the third year of the second cycle, the French-speaking learner will be able to use the language resources acquired to effectively perform a certain number of tasks in different real-life situations in the Target Language (TL) (English).

LISTENING AND SPEAKING

The learner can:

- ➤ Listen, respond and carry out instructions appropriately.
- ➤ Listen and make decisions.
- ➤ Listen and identify general and specific information.
- ➤ Listen and interact/engage in conversations with peers and others in and out of class.
- ➤ Interact on diverse topics.
- ➤ Speak fluently and accurately, and know when and how to take turns.
- ➤ Sing songs/recite poems on varied topics like social, environmental and health issues etc.
- ➤ Act out conversations such as asking for, and providing personal information, talking about consumer economy and community resources, etc.
- ➤ Carry out debates on prepared topics.
- ➤ Report, inquire about, and give an opinion on issues, etc.

READING

The learner can:

- ➤ Use pre-reading questions to skim and scan texts.

- ➤ Read texts (of several paragraphs on familiar topics such as school, home, shopping, family, and other real-life situations. Such texts should be authentic, interesting and familiar, useful and meaningful, challenging, but appropriate to their level.)
- ➤ Read short story books or comic books.
- ➤ Read and make judgments.
- ➤ Read varied authentic materials with speed and accuracy.
- ➤ Agree and/ or disagree with a writer's point of view.
- ➤ Read and perform tasks (active reading).
- ➤ Read and analyse graphs, charts, tables, etc

WRITING

The learner can:

- ➤ Write complex sentences of appropriate length and structure
- ➤ Complete sentences with expressions provided or with expressions of their own.
- ➤ Write coherent compositions of appropriate lengths on various topics (formal/ informal letters, articles, speeches, talks, e-mails, poems, etc.)
- ➤ Participate in more authentic writing tasks such as writing letters to peers, applying for a job, taking down notes in the target language, etc.
- ➤ Recognise and use discourse markers for cohesive and coherent writing.
- ➤ Rearrange jumbled sentences to form cohesive and coherent paragraphs or texts.
- ➤ Identify the different parts of a paragraph/text

Break down of the Modules

Cycle	Year	Level	Domains of life	Families of situations	Status	Time	
						Series	Hour
2nd	3	1ere	Family and Social Life	Using language to provide personal information.	Compulsory	C/D	15 hours
						A	20 hours
			Economic life and Occupation	Using language to talk about consumer economy and community resources.	Compulsory	C/D	15 hours
						A	20 hours
			Environment, Well-being and Health	Using Language to talk about health care in and to create environmental awareness.	Compulsory	C/D	15 hours
						A	20 hours
			Citizenship and Human Rights	Using Language to talk about rights and civic responsibilities.	Compulsory	C/D	15 hours
						A	20 hours
			The Media and Communication	Using Language to explore and keep abreast with audio-visual and print media.	Compulsory	C/D	15 hours
						A	20 hours

Table 1 : Domain of life Première

Hence lesson plans have been designed to suit the new approach. This lesson plan has about six to seven stages (Introduction, discovery, research, comparison and validation of

findings, consolidation and evaluation) summarized by Ngala into four main stages as seen below.

1. Presentation of the problem-solving situation

This is the discovery phase and it contains new notions to be discovered by learners. The teacher presents the problem and gives instructions to learners to gather and analyze data then develop and give a plan. While he/she monitors the effectiveness of their research. The learners would define the problem as they understand it.

2. Systematisation

After examining and bringing out the relationship between previously learned elements and elements found in the new problem-solving situation, learners come out with rules (hypothetical). This is done with the help of the teacher.

3. Application

Here, the teacher gives tasks where learners apply the new knowledge. He/she assists (scaffolds) the learners accomplish the new task, supports them till they acquire the new skills and strategies.

4. Partial Integration activities

The teacher presents a new complex situation that will necessitate the exercise of the skill to solve a problem which is similar to the competence/skill the learners used at the beginning of the lesson. It should be noted also that partial integration activities are not done systematically at the end of every lesson. Also, they have to be concrete real-life situations.

1.3.3. Communicative competence

Communicative competence includes the following aspects of language knowledge: Knowing how to use language for a range of different purposes and functions; Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication); Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations); Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies) (Richards, 2006). Therefore, Wilkins mentions the Grammatical,

Notional and Situational syllabuses each aiming for a competence (the grammatical, notional and situational Competence respectively).

1.3.3.1. Grammatical Competence

Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication (Richards, 2006).

Wilkins believed that the grammatical syllabus (insinuating the grammatical competence) answered the question "what". **Grammatical competence** refers to the ability to judge the appropriateness and correctness of a statement with definite reference to grammatical rules according to Quines (2023). Thornbury (2000) emphasized that language is a complex system made up of words, phrases, clauses, and discourse patterns used to conjure up images that represent the speaker's own world. It evolves over rules - grammar. Grammar is one of the most difficult aspects of a foreign language to master. It is the rules that govern how a language's sentences are formed. He further explained that English grammar is "a system of syntax that decides the order and patterns in which words are arranged in sentences". Furthermore, Burns (2009) cited by Quines explained that grammar is essentially about the systems and patterns people use to select and combine word. By studying grammar people come to recognize the structure and regularity which is the foundation of language and people gain the tools to talk about the language system. Similarly, Mellish and Ritchie (2008) cited by Quines (2023) articulated that in developing a grammar, one has to devise a suitable set of grammatical categories to classify the words and other constituents which may occur.

Grammar competence is formed in the process of teaching grammar. The basis of grammatical competence is the ability of foreigners to linguistic activities in the context of someone else's linguistic culture (Fisenko and al 2021). grammar teaching is the process by which learners understand the structures and components of the target language with the help of various methods and useful activities that guide learners to use the language in an effective

and communicative way (Dolunay, 2010). Grammar teaching is more than making learners memorize a set of rules in the target language when we think about grammar teaching in a controversial way. The main function of grammar teaching is to empower the learners to comprehend these sets of rules and so to provide them with the skill of interpretation in the target language (Dolunay, 2010). From the point of view of Karpova, grammatical competence is considered as a set of principles on the basis of elements are combined into phrases and sentences, as "the ability to understand and express thoughts in the process of production and recognition of well-formulated phrases and sentences in accordance with these principles (as opposed to memorizing and reproducing frozen samples)" (Karpova, 2005)

Sitnova notes that grammatical competence "necessarily presupposes: 1) knowledge of grammatical units as carriers of generalized grammatical properties, as well as means of expressing grammatical meanings, 2) the ability to use them in speech activity in various communication situations" (Sitnova, 2005). Understanding grammatical competence as the ability to create an unlimited number of correct from the point of view of previously learned language rules combinations, Gez does not distinguish between lexical and grammatical skills (Gez, 1985). Thus, grammatical competence is a multilevel concept that includes:

1) grammatical phenomena of the language;

2) knowledge of the rules;

3) grammatical skills.

Grammar skills are often directly dependent on knowledge of the grammar rules. However, memorizing ready-made rules is not an effective teaching method because the rules are forgotten. They help to create a speech product and perceive the interlocutor of the rules, schemes that are stored in the memory of a person. The strategies for the formation of grammatical competence themselves need correction. According to Sitnova: "the foreign language grammatical competence of students in language professions can be considered sufficiently formed if the students freely operate with such intellectual actions as the analysis and systematization of linguistic facts, the establishment of similarities and distinctive features between various grammatical phenomena, the determination of causal relationships between the grammatical phenomena of the language, assessment and selection of various options for action, awareness of the relativity of grammatical rules, coordination of outwardly contradictory linguistic facts, and in their speech in a foreign language, one finds: a)

correspondence of linguistic (grammatical) means to a speech task; b) no errors; c) good speed of intellectual operations and actions" (Sitnova, 2005).

Developing grammatical competence is associated with a number of difficulties. First, it is necessary to determine the amount of grammatical material. Homogeneous grammatical material is divided into parts. The concentric model grammatically contributes to its consolidation and expansion of knowledge based on the material studied. With concentric learning, grammatical material is a means of verbal communication. Grammar is taught on a syntactic basis. However, reliance on the native language does not always give a positive result (Fisenko and al 2021). From the standpoint of ethno-oriented learning, grammatical material should be given considering the phonetic, grammatical and lexical system of the native language for foreign listeners or the intermediate language. The digestion of grammar should be based on the following criteria:

1) subject, when grammar is closely related to real subjects that foreign listeners can see in the classroom or that can be brought by a teacher or other participants in the educational process;

 2) verbal, when grammatical material is studied by including ordinary actions in the educational process. These can be verbs that indicate actions that occur in everyday life and can be acted out in the audience;

3) situational, when grammatical material is presented in situational dialogues and interrelated remarks. Such tasks should be built on the principle of communicative learning. (Fisenko and al 2021).

1.3.3.2. Notional competence

The notional functional syllabus is a syllabus that emphasizes on the functional language use in real life communication. This syllabus has its roots in the broader movement of communicative language teaching (CLT) which emerged in the 1970s as a response to the shortcomings of traditional grammar focus language instruction. CLT emphasized the importance of language as a means of communication and sort to prioritize the development of learners' ability to use language in real life situation. Within the CLT framework, the concept of notion and functions emerged as key components for organizing language instructions. Notions refer to the semantic categories or concepts the language expresses such as time,

location, quantity, and relationships. Functions on the other are the communicative purpose for which language is used, such as requesting, apologizing, and persuading.

The notional functional syllabus developed as a way to operationalize the notions and functions approach within language teaching. Early pioneers such as Wilkins (1976) and Munby (1978) made significant contributions to the development of these syllables. One of the notable characteristics of this syllabus was its focus on real life communicative tasks rather than isolated grammatical structures. Language instruction was designed around meaningful language use in various context allowing to practice and develop their language skill in authentic situations. Overtime, the national functional syllabus has undergone adaptation and variation to suit different teaching context and learners needs. Educators and researchers incorporated insight from second language acquisition theories. The pragmatic consideration and pedagogical approaches to refine and expand the application of a syllabus. The syllabus continues to influence language teaching practices and its principles has been incorporated in to various language teaching methods and curricula worldwide.

Notions in the notional syllabus refers to the semantic categories or concepts that language expresses. They represent the underlying meaning and ideas conveyed through language use. Notion can include a wide range of topics such as time, location, quantity, manner, comparison and more. By focusing on notions language instruction aim to provide learners with a vocabulary and language structures necessary to express and understand this fundamental concept.

Functions in the notional syllabus are communicative purpose for which language is used. They represent the specific intentions and goals that individuals have when using language. Functions can include requesting giving advice, expressing opinions, making suggestions and many others. Language instructions that emphasizes functions seeks to develop learner's ability to use language effectively and appropriately in various communicative contexts.

The various integrations of a notion and function in language instructions allow learners to develop comprehensive understanding of how language is used and convey meaning and achieves communicative goals. By focusing on both the systematic content and the communicative functions of language, learners acquire the necessary tools to express themselves accurately and fluently in real life situations.

Language activities and tasks designed within the notional functional syllabus are often organized around notion and functions. Learners engage in meaningful language practice by using language to convey specific meanings and achieve communicative purpose. This approach encourages learners to develop the communicative competence enabling them to use the language effectively and appropriately in diverse contexts.

The notions and function approach recognized the importance of both from and meaning in language learning. While languages structures and grammar play a role in language instruction, they are integrated into meaningful communication, allowing learners to develop a balanced proficiency in all aspects of language use.

Some of the characteristics of the notional syllabus include a focus on communication. It places a strong emphasis on the development of communicative competence. It prioritizes the ability to use language effectively in real life communication situations over rote memorization of grammatical rules or vocabulary lists. Language instruction within this syllabus aims to provide learners with the skills and strategies needed to understand and express themselves in authentic communicative context through interactive activities, role plays, and meaningful language tasks, learners are encouraged actively engage in communication, fostering their ability to negotiate meaning and convey their intended messages.

Lesson planning in the notional functional syllabus involves selecting appropriate tasks and activities and that align with the identified notions and functions. Teachers design lessons that provide opportunities for learners to practice and develop the language skills within the authentic context lesson plans typically include a progression of activities and scaffold learners' understanding and use of language incorporating a variety of speaking, listening, reading and writing activities. Tasks may involve roleplay, problem solving activities, information gap exercise and simulation, allowing learners to apply the targets language in practical meaningful ways. By targeting notions and functions relevant to daily life, such as greeting, making request, or giving directions, learners develop language abilities for their social and professional interactions.

1.3.3.3. Situational Competence

Palmer and Hornby believed that a grammatical or structural syllabus was neither efficient, nor effective for language learning since this model offers language samples outside their social and cultural contexts which makes transfer of learning from the classroom to the real world quite difficult. Hornby's Guide to Patterns and Usage in English, first published in

1954, is based on a sequenced language syllabus together with procedures for introducing each new item by linking it to a particular classroom situation and in this way, meaning would be established (Tarfa, 2005). Situational teaching is characterized by the combination of sensibility and rationality (Liu and Yang, 2023). Formation of sociocultural competence or situational competence takes place in several dimensions. In the context of social competence through social perception, social skills, communication with peers, attribution, self-awareness; and in the context of cultural competence through cultural knowledge, cultural awareness, cultural sensitivity (Leva, 2015)

Sociocultural competence according to Igor and al (2019) includes knowledge about values, beliefs, behavior patterns, customs, traditions, language and cultural achievements peculiar to society. Discussions about cultural peculiarities of a studied language country, as well as acquaintance with routine problems, can arise interest in unknown culture and language and create a deeper understanding of them. Intercultural communicative competence involves the ability of students to produce their own texts in oral and written form in accordance with a given communication task. It should be noted that the further cultures are distant from each other, the greater is the probability of intercultural misunderstandings. Thus, the socio-cultural competence covers the following aspects:

- formation and achievement of this competence in foreign culture; - reflection of one's own culture and ability to talk about it in a foreign language;

- achievement of intercultural understanding leading to tolerance and mutual respect (Byram, and al., 2009).

- socio-cultural competence is multidimensional. obligatory components are linguistic-regional, regional, sociolinguistic and general cultural. This opens ample opportunities for professional and humanity training of young participants in the dialogue of cultures;

- socio-cultural competence makes it possible to pattern student's behavior in an authentic language environment, allowing to predict and thereby avoid possible difficulties that arise in another sociocultural environment;

- the basis for socio-cultural competence is cultural studies, which gives a true picture of the country's socio-cultural portrait, including historical and cultural knowledge, values and way of life of the peoples of the country;

- a major role in the formation of socio-cultural outlook plays a social and cultural background of students' native environment (Dulganova, 2004).

The goal of sociocultural learning is, therefore, not only the knowledge and knowledge of another culture, but also the ability to portray critically its own culture (Vartanov, 2003). In the classroom of a foreign language, it is not just a matter of communicating language knowledge. Let us consider the criteria of socio-cultural competence:

- Important information about your own country. Foreign culture can be studied and understood only through the prism of domestic culture. Socio-cultural prerequisites are not always recognized by the students, they are perceived as a reality, therefore, there is no corresponding knowledge in their own culture;
- To establish efficient communication with a native speaker, the trainees need knowledge in the areas of geography, politics, social sphere, culture and science.

So Russian teachers distinguish the following criteria for assessing regional geography: Validity (requires correctness of information, authenticity of texts and situational accuracy); Presentation (important typical moments are essential, without which it is impossible to understand the country of the language being studied, at the same time it is necessary to inculcate awareness of internal diversity and differentiation); Realistic depicturing (A realistic picture of culture should be presented, including conflicts and problems arising in the given society); Audience correspondence (The content should correspond to the age, should be interesting and understandable. It should also provide an opportunity for comparison, evaluation, development of a common cultural features) (Khasanova and al. 2016). Sociocultural competence could be implemented by four components that link an individual to environment: i) initiative, ii) responsibility, iii) participation in an activity as an event, iv) individuality as seen by Leva (2015).

Initiative is defined as a person's obligation and determination to start something new and use the freedom of action. Being initiative means being able to mobilize and use various individual and collective resources in solution of various activity situations: Initiative is a very significant prerequisite for formation and application of sociocultural competences as an individual initiative that implies the necessity to combine it with other individuals' initiatives (Zarifian, 2005). Responsibility, when viewed from the perspective of competence, also has two significant social dimensions: responsibility for compliance with various moral norms (responsibility for the moral consequences of an action) and caring for other people, their welfare (Zarifian, 2005). Participation in an activity as an event is a person's commitment to be a part of social and cultural activity in order to combine practical activity guidelines with information flows. Individuality manifests itself from the perspective of sociocultural

competence through a person's ability to develop his values, seek education, and participate in experience-based activities.

Sociocultural competences	Knowledge	Abilities	Values
Social competences	Social perception	Social skills (speech, gesture, facial expressions and body language) Communication with peers	Attribution (the act of saying or thinking something that something is the result or work of a particular person or thing) Self-awareness (having an understanding of your own thoughts, feelings, values, beliefs, and actions)
Cultural competences	Cultural knowledge	Cultural awareness	Cultural sensitivity

Table 2: Dimensions of formation of sociocultural competence by learning (Leva, 2015).

According to Leva (2015) people must be provided with conditions to acquire not only professional know ledge, but also other knowledge, skills and abilities – generic competences that are important for success in life. Learners in the VET system should be enabled to acquire and extend generic competences and apply them along with professional skills. Sociocultural competences have been identified as one of the key generic competences in the European Union (Recommendation2006/962/EC), covering personal, interpersonal and intercultural skills, all forms of behavior, enabling effective and constructive participation in social life and professional area, in particular, in an increasingly diverse society. So, she comes out with the structure of the sociocultural competence as seen below in a tabular form.

Sociocultural competence dimensions (a lifelike or realistic quality)	Composition of sociocultural competences	Sociocultural competence formation methods / strategies
Social competence • Social skills • Social perception • Self-awareness • Attribution • Communication with peers	Integrated into educational curriculum: • Communication and socialization skills. • Team work skills. • Skills of interpretation of social roles. • Skills of adequate behavior depending on the situation. • Abilities of perception of an emotional state. • Ability to help others perceive thier own emotional state and control emotions. • Self-realization in a social environment. • Analysis of feelings related to social roles.	• Education of skills of intercultural communication. • Education of initiation of leadership and team work. • Analysis and interpretation of various social situations. • Role plays in analysis of communication issues and conflict situations. • Classroom debates for formation of ability to accept other person's opinion and remain tolerant by controlling own emotions. • Reflective education. • Work in groups in development of projects, generation of ideas

	• Ability to adapt to a new environment. • Ability to perceive attitudes that exist in a society.	
Cultural competence • Cultural sensitivity • Cultural awareness • Cultural knowledge	• Ability of communication with people of different sociocultural backgrounds. • Ability of reasoning to support own position when facing discriminatory actions. • Ability of evaluation of cultural differences. • Ability of accepting other's beliefs and attitudes. • Foreign language skills. • Ability of diplomatic communication with people of a certain culture, taking into account the respective cultural aspects.	• Watching documentaries on various cultures with subsequent reflection. • Discussions in the context of ethnic minorities. • Formation of such qualities as flexibility, openness. • Discussion and analysis of customs and traditions of other ethnic groups. • Formation of knowledge on a foreign language involving not only language learning, but also provision of knowledge on the national culture.

Table 3 : Structure of the sociocultural competence

1.3.4. Referential theories

A good question to ask is what it is reasonable to expect from a knowledge claim for it to qualify generally as 'theory'. Based on a broad reading and interpretation of relevant social and organizational research outlined below, we propose that the following structural elements need to be present for knowledge to be called 'theory' in a scientific context. First, it needs to have a purpose, indicating what it is for (e.g. explaining, understanding or rethinking a phenomenon) (Jacoby and Jaccard, 2010; Weber, 2012). Second, it should be directed to a phenomenon, such as organizational structure, learning, power or motivation. Third, it must offer some form of conceptual order that makes productive distinctions and discriminations concerning this phenomenon, illuminating central features, such as its specific composition, structure, key characteristics and sequence or flow. Fourth, it must provide some intellectual insights about the phenomenon: that is, it must move beyond common sense and offer something that also re-signifies (Reed, 2011) or breaks with (Bourdieu, Chamboredon and Passeron, 1991) established truth and/or expectations (Suppe, 1979). A qualified reader should experience the theory as making her or him able to think 'better' or 'differently' about something, such as seeing how things hang together or highlighting previously hidden aspects (Corley and Gioia, 2011). Fifth, a theory needs to include relevance criteria that can be used to evaluate how effectively it performs its overall purpose, including its scientific or practical usefulness (Corley and Gioia, 2011; Jacoby and Jaccard, 2010). What is the distinct value of a

theory? Sixth, it typically needs to have some form of empirical support. Finally, a theory is always constrained by boundary conditions, such as what aspects of a phenomenon it includes and excludes and its range of application across specific situations and populations. In line with this, our study will be based on two main theories which is the behaviorism and communicative approach.

1.3.4.1. The theory of behaviorism

We choose this theory because according to Preston (2017) Competence-based education and training (CBET) has an extensive history from its origins in teacher education and its application to vocational areas through to the contemporary situation where it is applied throughout the education system, including Higher Education (HE). The philosophical routes of CBET are also traced through Taylorism and behaviorism. He adds that Competency is a familiar trope in contemporary education. Although there have been many definitions of the concept, the central idea of competence-based education and training (CBET) that the evidenced past behavior of an individual is a direct indicator of their competence to perform a future process, has been highly influential.

Behaviorists believe that learning is a change in behavior caused by the learning environment. Its theory is based on empirical evidence obtained from experiments conducted on living organisms. Behaviorists believe that all organisms - human or animal exhibit behavior. Behavioristic theory is not only for language learning but also for learning in general. It is interpreted in terms of stimulus -response, reinforcement, repetition and habit formation. The change from one pattern of behavior to another is the result of conditioning - classical and operant. The Russian psychologist Pavlov in an experiment conducted with a dog explains the process of classical conditioning. When a hungry dog is given a piece of meat (stimulus-I), it salivates (response). But when it hears a bell [stimulus-21, it does not salivate. (Shastri, 2010)

If the behavior of the dog is to be conditioned to salivate to the ringing of the bell, the bell is rung every time the dog is given some meat. Soon, the dog learns to associate the ringing of the bell with the sight of the meat. After some time, the dog begins to salivate [response], whenever it hears the bell [stimulus], even if it is not accompanied by the meat. The dog has learnt a new behavior through conditioning. (Shastri, 2010)

Repetition is crucial here. The bond between stimulus-l and stimulus-2 is reinforced by repetition and weakened by the absence of repetition. The dog will stop salivating if it hears the bell a number of times without getting any meat. The organism plays a passive role. Another

type of conditioning is called operant. It is based on the theory of stimulus, action and reward. Skinner explains this process with the example of a hungry pigeon trapped in a cage. There is a mechanical lever. By chance, the lever is pressed by the pigeon and a pellet of grain comes out. After some time, the bird starts associating the release of grain with the pressing of the lever. Whenever the bird is hungry, it presses the lever and gets food. The bird is conditioned to handle the lever in order to produce the desired result. There is no pre-existent stimulus-response bond here as it is in classical conditioning. The internal stimulus [hunger], the action of pressing the lever and the reward are unconnected at the beginning. The reward is satisfying, so the action is repeated. There is a bond between action and reward. It is a conditioned response. The bond is reinforced by reward and weakened by the absence of it. Organism plays an active role here. (Shastri, 2010)

1.3.4.1.1. Implications of behaviorism on language teaching

Thorndike cited by Shastri (2010) has formulated three laws of learning based on these conditionings - classical and operant. They reflect on the implications of behaviorism on learning a language. They are: The Laws of effect, exercise and readiness:

Law of effect: Is based on the principle of operant conditioning. It states that,

- if the connection between stimulus and response results in satisfaction, it strengthens the connection.
- If it does not satisfy, it weakens it. The reward is directly related to the fulfillment of the needs. Reward is necessary to produce desired behavior and punishment is needed to eliminate that behavior.

Law of exercise: Is based on the principle of classical conditioning. It suggests that repetition is crucial to make learning confirmed.

Law of readiness: It. emphasizes on the role of motivation. Motivation depends on the needs of the learners. Both the internal and the external motivation play an important role in learning. This makes the learners attentive and they learn fast.

Let us see the implications of these laws on learning a language. The teacher can condition learning in the students by exploiting the tenets of behaviorism. Every utterance in a language is a response to some stimulus. A question asked by the teacher is a stimulus that elicits an answer as the response. If the answer is right, the teacher can reward it with a smile, a pat or a nod of the head. This gives satisfaction to the learner. Knowledge of progress in

learning is also a reward in itself. Reward or satisfaction reinforces learning. Reinforcement by itself is not enough. To make learning permanent, learner has to practice it repeatedly till it becomes a habit. There is no room for error. Teacher should prepare exercises in such a way that only the correct responses are elicited. Language should be presented in bits - item by item and the gradation should be from simple to complex. Skills should be broken in sub-skills and the syllabus should be graded. Teacher can control the process of learning in all the learners as all of them learn the language the same way. Speech is primary. The receptive exposure to the language is important for the production of language. Most of the methods of language teaching over the past forty years have followed the principles of behaviorism. But, later on it faced dissatisfaction because of the following drawbacks in it. (Shastri, 2010)

1.3.4.2. Theory of cognitivism according to Shastri (2010)

Behaviorists followed the model of stimulus response for learning. Cognitivists added cognitive function to this model

S > cognitive functions > R

S = Stimulus, R= response

Cognitive function suggests that the learner can monitor and evaluate a stimulus to develop a response. It establishes a theory that the learner is not a passive recipient but an active controller of the process of learning. According to cognitivists, learning is not a mechanical process of stimulus-response, reinforcement and habit formation. Learning is problem solving in nature and is based on insight formation. This is explained with the help of an experiment conducted on an ape. The ape was put in a cage. A bunch of bananas was suspended from the ceiling. Some pieces of wood were provided to reach to that bunch. These pieces needed to be joined together to form a long stick. Initially, the ape jumped to get the bananas. No success, it sat back in a corner and after some time tried to join the pieces of wood together. This suggests that the animal could interpret the situation and found another strategy to deal with the problem. This proves the importance of cognitivist theory of learning, which is based on insight formation.

Chomsky rejected the theory of behaviorism on the ground that it does not explain the process of L1 acquisition. Child has an in-built capacity to learn a language called LAD (Language Acquisition Device). Language learning is not a mechanical process of stimulus-response, reinforcement and habit formation. When a child encounters new language item, he

screens it through the old learnt items' repertoire. He makes a hypothetical plan, tests the plan. If it is right, accepts the plan, if not, rejects it, and tries another hypothesis. The child learns the rules of grammar through trial and error. Mistakes are the inevitable part of learning. They suggest that the child is putting an effort to learn the language. Learner plays an active role in the process of learning.

1.3.4.2.1. Implications of cognitivism on language teaching

The teacher should follow the system the way the child acquires the language. She should realize that the exposure to the target language is essential. Learning is not a mechanical process. It is a meaningful, problem solving process. The learner has a system that helps him in learning. For example, if she has learnt the regular verb - walk, walked, walked, and then comes across irregular verb like teach or keep, she overgeneralizes it as teach, teached, teached. The error suggests that the learner is not a robot but is actually involved in the process of learning. The use of meaningful situation is important in learning a language. Mechanical repetition should be avoided. We have to give a context to a language item and should not teach rules in Rajagopalantion. Language items should not be graded because the child learns the language through the exposure to the ocean of the language without any gradation or Sequencing of the items. Learning is an internal process and cannot be experimented fully. It is also a creative process, so the learner should be encouraged to use the language even if she makes errors.

1.3.4.3. Contribution of behaviourism and cognitivism to language teaching

Both the schools have advantages and disadvantages. Both agree on the need of the exposure to the language. The teacher should give her learners the maximum exposure of the target language.

- Importance of practice cannot be denied. But it should not be rote learning. Practice should be given in meaningful situation through problem solving tasks.
- The learners should be actively involved in the process of learning. Teacher should provide them opportunities to use the language in the classroom. While teaching the whole class, she must remember the individual variations in learning.
- Grading is essential but it should be done according to the needs of the learners.
- Errors are essential part of learning. Teacher has to be sympathetic and patient with the learners. Too much correction hampers fluency. But this does not mean that she should overlook

errors all the times, otherwise errors will be fossilized and it will be extremely difficult to correct them.

- Rule learning is important. Grammar should be taught in an integrated way. It should be taught inductively. We have to remember that fluency and accuracy both are important.

- The teacher should exploit both the theories to make teaching effective. Language learning is a complex phenomenon. She or he should follow the eclectic approach according to the needs of the learners.

1.4 CONCLUSION

In a not shell, we can say that this chapter was segmented into five main points. That is, a brief introduction, the definition of keywords, reviews related to the variables, referential theories and lastly a brief conclusion still.

CHAPTER TWO: PROBLEM STATEMENT

1.4. INTRODUCTION

A problem statement is a concise and concrete summary of the research problem you seek to address according to McCombes and George (2023). For this, this chapter is divided into the following sub topics which will be elaborated on in the next pages. It comprises of the research context, the research gap, the research problem, the research questions, the research hypothesis, the objectives of the study and finally the significance of the study followed by a conclusion.

1.5. RESEARCH GAP

Ever since the introduction of the CBA in Cameroon and the world at large, there have been many publications and literature reviews such as theses, master's thesis, books and articles. In the following paragraphs, a brief summary of some of these literatures will be done while exposing the gap between these studies and my study.

Wiysahnyuye (2021) in her article focuses in Cameroon, after experimenting on the Objective Based Approach (OBA) and weighing its contextual inadequacies for many years, recourse has been made to another teaching approach, the Competency Based Approach (CBA). Teachers in secondary schools whether socialized or not in the approach are compelled to master and use it as a mode of instruction. The switch to this new teaching approach leaves some unattended questions. Are the teachers equipped and ready for the new approach? What are the challenges to meeting the target objective of the approach? Based on these puzzling circumstances, her work was designed to examine the various ways by which teachers acquire knowledge and skills on the use of CBA and the attendant challenges they face in implementing it. The research design she used for the study was a cross sectional survey. Convenient and purposive sampling techniques were used to select a sample of 145 respondents from five public schools: Government Bilingual High School (GBHS) Downtown Bamenda, GBHS Atiela, GBHS Bamenda, GBHS Bayelle, and GBHS Bamendankwe in Bamenda Municipality. The instrument used for data collection was a questionnaire. Data was analyzed using descriptive statistics. The findings revealed that an appreciable percentage of teachers graduated from the training colleges before the CBA was introduced in the Cameroon school system. Majority (96.5%) attested to the fact that they acquired basic knowledge and skills of CBA through seminars, conferences and workshops which were not really frequent to keep them abreast with

the dynamics in the art of the model. It was noticed that majority of the teachers found it difficult to implement the CBA because of inadequate knowledge and skills, overcrowded classrooms, limited teaching hours, the bogus nature of the syllabuses and insufficient pedagogic and learning materials. The study suggest that teachers need diverse professional development activities like in-service training, seminars, conferences, workshops, and individual research to continually appropriate, adapt and use dynamic trends of CBA.

Ngala (2016) on the other hand in her master's thesis works on the investigation issues surrounding the implementation of the Competency Based Approach (CBA) in the teaching of **EFL** in secondary schools in Cameroon. Two schools were selected: Government Bilingual High School, Etoug-Ebe and Government Bilingual High School Mendong, Yaounde. Observation, questionnaires and interviews were the instruments used for data collection. A total of 18 lessons were observed in some cinquième classes of the above-mentioned schools to assess teachers" ability to implement the CBA in their classrooms. Questionnaires were administered to 32 teachers and 220 cinquième students of the selected schools to get information on teachers" awareness of the CBA and prior preparation for its implementation. The findings reveal that teachers are largely unaware of the CBA. 68% of teachers could not state the objectives of the CBA for learners while 54% could not state the goal of on-going continuous assessment. It was further realized that the implementation of the CBLT in their classrooms is poor. Lesson observation demonstrated that only 28.5% of teachers effectively used the CBLT. In addition, students" involvement in classroom activities was low (39%). This indicates that the teachers failed to engage the learners in classroom activities. Finally, on prior preparation of CBA implementation, the findings show that a fair analysis of students" needs was carried, the reason why 79% of students found the modules in the syllabus relevant to them. However, teachers" training was inadequate and no prescribed textbook adequately responds to the new CBA syllabus. In view of these findings, it is recommended that adequate and regular trainings be organized for teachers in the field. Training colleges need to integrate the CBA in their programs in order to train competent teachers. Teachers should resort to cooperative learning to get all learners to participate in the lessons. Also, it is recommended that the school authorities should respect the number of students per class (60) to minimize the problems related to over crowdedness. There is equally need for course book writers to adapt their works to the CBA.

Other writers like Abbo (2023) worked on the perceptions of the competency-based approach and their impact on the teaching of social sciences in secondary schools in Ebolowa

Municipality, Maria et al (2013) in the book series of educational linguistics focus on the idea that there is a need for studies that break barriers. It is dedicated to innovative studies of language use and language learning in educational settings worldwide. It provides a forum for work that crosses traditional boundaries between theory and practice, between micro and macro, and between native, second and foreign language education. The series also promotes critical work that aims to challenge current practices and offers practical, substantive improvements.

Amvéné (2022) even though has brought out the usefulness of the CBA on theory relating it to the CLT. He emphasizes on the difficulties of French speaking students communicating in English though the adoption of the competency-based approach and the establishment in Cameroon of the teaching of English right from primary schools some twenty years ago. His survey shows that, out of seventy-two students cumulating at least nine years of English studies, only three were able to prove themselves competent in an elementary communication situation that required them to introduce themselves by correctly forming five sentences indicating the following: name, age, date and place of birth, number of years they had been studying English. It seems therefore, that the teaching of communicative English may not have been effective in the Cameron education system whose lack of internal efficiency is also confirmed. His article relates or associates the CBA with communicative competences but does not talk or shows the relationship between the CBA and CELT.

With these few reviews, it has been noticed that no major emphases have been laid on the relationship that exist between the CBA and the Communicative English Language Teaching and Learning, that is the influence that the CBA has on the Grammatical competence, situational competence and the notional competence.

1.6. RESEARCH PROBLEM

This research is carried out from the observations of the learner's low communicative competence in English in the French speaking sub system of education though the implementation of the CBA. According to Canal and Swain (1980), the communicative competences include the grammatical competence, the sociolinguistic competence, the discourse competence and the strategic competence (which somehow falls under the linguistic approach). But Wilkins (1972) apart from the grammatical competence and situational competences he proposes the notional competence somehow which is a result of the notional functional approach that is widely accepted. He says that the grammatical and situational competences are essentially answers to different questions. The former is an answer to the

question how? How do speakers of language X express themselves? The latter is a response to the question when? or where? When and where will the learner need the target language? There is, however, a more fundamental question to be asked, the answer to which may provide an alternative to grammatical or situational organizations of language teaching, while allowing important grammatical and situational considerations to continue to operate, the question is the question what? What are the notions that the learner will expect to be able to express through the target language? It should be possible to establish what kind of thing a learner is likely to want to communicate.so he enumerates two categories which are; (1) notional (time, sequence, quantity, location, frequency; and (2) categories of communicative function (request, denials, offers, complaints).

1.7. RESEARCH QUESTIONS

Research questions state the specific issue or problem and questions that the study focuses on and seek to answer. The research questions are classified into two groups, which are: the main research question and the specific questions.

1.7.1. Main research question

Given the fact that, CBA is an approach that has brought enormous change in the teaching methods and goals of language teaching, it englobes all the educational domains but has a lot of disadvantages in the part of language teaching, it equally has the same objective with the CLT as communicative competence. These approaches equally emerged at the same period, so this study has for main question: what relationship exist between the CBA and the CELTL?

1.7.2. Specific questions

Wilkins as seen above enumerates three types of communicative competences under the CELTL which includes the grammatical, situational and notional competencies. These competencies are characterized by syntax and phonology for the grammatical competence, the context of social competence through social perception, social skills, communication with peers, attribution, self-awareness and the context of cultural competence through cultural knowledge, cultural awareness, cultural sensitivity for the situational competence and lastly for the notional competence, we have the notional category (time, sequence, quantity, location, frequency; and the categories of communicative function (request, denials, offers, complaints). By so, our specific research questions are as follows:

1- To what extent does the CBA affect the grammatical competence?

2- What influence does the CBA have on the situational competence?

3- How does the CBA influence the notional competence?

1.8.   RESEARCH HYPOTHESIS

A hypothesis is an assumption or an idea proposed the sake of argument so that it can be tested. It is a precise and testable statement of what a researcher predict will be the outcome of the study. The research hypothesis is equally in two main groups, the main hypothesis and the specific hypothesis.

1.8.1.   Main hypothesis

Since the CBA and CELTL have almost the same objective our main hypothesis is that: There is a relationship between CBA and CELTL.

1.8.2.   Specific hypothesis

We have enumerated three specific research questions and so we have equally proposed three answers or hypothesis to each question respectively.

1- The CBA affects the grammatical competence.

2- The CBA has an influence on the situational competence.

3- The CBA influences the notional competence.

1.9.   RESEARCH OBJECTIVES

Research objectives are necessary as they describe concisely what the research is trying to achieve. They summarize the accomplishments the researcher wishes to achieve through the project and provides direction to the study. Our research objectives are in two groups that is the main research objective and the specific research objectives.

1.9.1.   Main research objective

Our main research objective consists of describing the relationship that exist between the relationship that exist between the CBA and CELTL.

1.9.2.   Specific research objectives

The main objective which is sustained by the specific objective gives precision to what the researcher intends to do.

1- Show the effects of the CBA on the grammatical competence

2- Demonstrate the influence of the CBA on the situational competence

3- Examine the influence of the CBA on the notional competence

1.10. SIGNIFICANCE OF THE STUDY

The value of the research lies on its contribution to the scientific community. This research seeks to show the relationship which exists between Competency Based Approach and the communicative English language teaching and learning. In addition, the research has value to a number of actors within the educational community. Some of these actors are:

- The policy makers

The research will be valuable to all the stake holders in charge of pedagogy in the ministries of education in Cameroon to go back to the drawing board to revise the curricular, syllabuses, teaching methods, and stages of a lesson plan used in teaching of English as second language in high schools and why not all the levels of education most especially taking into consideration the Communicative Approach.

- Teachers and school administrators:

The study will help teachers because the teacher's role is less directive (giving information and answers), instructive and more facilitative. They design experiences to meet learners interests and needs and in which learners participate actively. The teachers plan and organize tasks for learners so that learners are working in English. Teachers therefore have more time to observe what the learners understand and are able to do as speakers, listeners, readers and writers. They are then better able to design lessons that help the learners develop their competency (Laure, 2021)

- Future researchers.

This work will help future researchers in better understanding the functioning of both the CBA and CELTL in the teaching of English in high schools and the relationship these themes both have.

1.11. CONCLUSION

This chapter not like the first has been consecrated to the problem statement. We began by showing in which the study is focused after a brief introduction, the research gap, the research problem, research questions, hypothesis, objectives, significance of the study and a brief conclusion.

Topic	General question	General hypothesis	Specific questions	Specific hypotheses	Variables	Indicators	Modalities
Competency based approach and communicative English Language teaching and learning in Yaounde high schools.	What relationship exists between CBA and CELTL?	There is a relationship between CBA and CELTL.	**SQ1:** To what extent does the CBA affect the grammatical competence (CELTL)?	**SH1:** The CBA affects the grammatical competence	**VI 1: CBA** VD1: The grammatical competence	syntax	Very much Fairly A little Not at all
			SQ2: What influence does the CBA have on the situational competence (CELTL)?	SH2: The CBA has an influence on the situational competence	VI2: CBA VD2: The situational competence	Social perception, social skills, communication with peers, attribution, self-awareness, cultural knowledge, awareness and sensitivity	Enormously inconsiderable Not at all
			SQ3: How does the CBA influence the notional competence (CELTL)?	SH3: The CBA influences the notional competence	VI3: CBA VD3: The notional competence	Vocabulary expressing Time; vocabulary expressing quantity; vocabulary of space; vocabulary of matter, vocabulary of case; deixis; vocabulary of Argument; personal emotions; rational enquiry and exposition	Greatly Partially Not at all

Table 4 : Synoptic table

PART TWO: EMPIRICAL FRAMEWORK

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. INTRODUCTION

Research methodology is a way to systematically solve the research problem. Thus, when talking of research methodology it involves the research methods, the logic behind the methods we used in the context of our research study and explain why we are using a particular method or technique and why we are not using others so that research results are capable of being evaluated either by the researcher himself or by others. This chapter englobes the research philosophy, research type, the research strategy, the time horizon, data collection method and lastly the analysis methods or procedure and techniques.

3.2. RESEARCH PHILOSOPHY

A research philosophy is a belief about the way in which data about a phenomenon should be gathered, analyzed and used. The term epistemology (what is known to be true) as opposed to doxology (what is believed to be true) encompasses the various philosophies of research approach. The purpose of science, then, is the process of transforming things believed into things known: doxa to episteme. Two major research philosophies have been identified in the Western tradition of science, namely positivist (sometimes called scientific) and interpretivist (also known as anti-positivist) (Galliers, 1991).

Positivists believe that reality is stable and can be observed and described from an objective viewpoint (Levin, 1988), i.e. without interfering with the phenomena being studied. They contend that phenomena should be isolated and that observations should be repeatable. This often involves manipulation of reality with variations in only a single independent variable so as to identify regularities in, and to form relationships between, some of the constituent elements of the social world.

Predictions can be made on the basis of the previously observed and explained realities and their inter-relationships. "Positivism has a long and rich historical tradition. It is so embedded in our society that knowledge claims not grounded in positivist thought are simply dismissed as a scientific and therefore invalid"(Hirschheim, 1985). This view is indirectly supported by Alavi and Carlson (1992) who, in a review of 902 IS research articles, found that all the empirical studies were positivist in approach. Positivism has also had a particularly successful association with the physical and natural sciences.

There has, however, been much debate on the issue of whether or not this positivist paradigm is entirely suitable for the social sciences (Hirschheim, 1985), many authors calling for a more pluralistic attitude towards IS research methodologies (see e.g. Kuhn, Bjørn-Andersen, Remenyi and Williams). While we shall not elaborate on this debate further, it is germane to our study since it is also the case that Information Systems, dealing as it does with the interaction of people and technology, is considered to be of the social sciences rather than the physical sciences (Hirschheim, 1985). Indeed, some of the difficulties experienced in IS research, such as the apparent inconsistency of results, may be attributed to the inappropriateness of the positivist paradigm for the domain. Likewise, some variables or constituent parts of reality might have been previously thought unmeasurable under the positivist paradigm - and hence went unresearched (after Galliers, 1991).

Interpretivists contend that only through the subjective interpretation of and intervention in reality can that reality be fully understood. The study of phenomena in their natural environment is key to the interpretivist philosophy, together with the acknowledgement that scientists cannot avoid affecting those phenomena they study. They admit that there may be many interpretations of reality, but maintain that these interpretations are in themselves a part of the scientific knowledge they are pursuing. Interpretivism has a tradition that is no less glorious than that of positivism, nor is it shorter.

Since our main objective is describing the relationship between CBA and CELTL and the secondary objectives: the influence and impact of the CBA on the Grammatical competence, Situational competence and the Notional competence, our philosophy research will be based on interpretivism.

3.3. RESEARCH TYPE

There are three main types of research: quantitative, qualitative and mixed research. Pure quantitative research relies on the collection of quantitative data (i.e., numerical data) and follows the other characteristics of the quantitative research paradigm, Pure qualitative research relies on the collection of qualitative data (i.e., nonnumerical data such as words and pictures) and follows the other characteristics of the qualitative research paradigm shown in Table 2.1. Mixed research involves the mixing of quantitative and qualitative research methods, approaches, or other paradigm characteristics. But our main focus here is the qualitative research method (Prestonson and Christensen,2014).

The qualitative research does not have a fixed definition, so Denzin and Lincoln (2018), borrowed from and paraphrased Nelson and al.'s (1992) attempt to define cultural studies: Qualitative research or inquiry is an interdisciplinary, transdisciplinary, and sometimes counterdisciplinary field. It crosscuts the humanities, as well as the social and the physical sciences. Qualitative research is many things at the same time. It is multiparadigmatic in focus. Its practitioners are sensitive to the value of the multimethod approach. They are committed to the naturalistic perspective and to the interpretive understanding of human experience. At the same time, the field is inherently political and shaped by multiple ethical and political positions.

In other simple words as defined by Kothari (2004) Qualitative research is concerned with qualitative phenomenon that is, phenomena relating to or involving quality or kind. For instance, when we are interested in investigating the reasons for human behavior (that is, why people think or do certain things), we quite often talk of 'Motivation Research', an important type of qualitative research. This research aims at discovering the underlying motives and desires, using in depth interviews for the purpose and many other techniques.

As written earlier, our main focus is the qualitative method, this because words will be more appropriate in describing the supposed hypothesis of a relationship between CBA and CELTL and the impact or influence it has on the Grammatical, Situational and Notional competences. Describing entails detailing of the phenomenon so we came to the conclusion that the qualitative research will be best for the research study.

3.4. RESEARCH METHOD AND TECHNIQUE OR STRATEGY

Research methods refer to the behavior and instruments used in selecting and constructing research technique while Research techniques refer to the behavior and instruments we use in performing research operations such as making observations, recording data, techniques of processing data and the like (Prestonson and Christensen,2014). For this study, the methods we chose are as follows:

3.4.1. Method:
- analysis of documents

3.4.2. Technique
- content analysis

This method and technique fall under the library research method. The documents or records that are of interest to the educational historical or documentary research is typically

consist of written or printed materials such as diplomas, cartoons, diaries, memoirs, newspapers, yearbooks, memos, periodicals, reports, files, attendance records, census reports, budgets, maps, and tests. Actually, just about anything that is printed or written down and relating to our research topic would represent a document or record that we would want to obtain and, perhaps, use. Some of the sources in which the data was collected are both primary and secondary. A primary source is one in which the creator was a direct witness or in some other way directly involved in or related to the event (Examples of primary sources are a diary, an original map, a song or ballad, a transcript of an oral interview conducted with a person who participated in an event, the minutes of a board meeting, court decisions and the arguments that accompany them, and a photograph of a World War II battle scene). A secondary source is one that was created from primary sources, other secondary sources, or some combination of primary and secondary sources. A secondary source is therefore at least one step removed from direct contact, involvement, or relationship with the event being researched. These methods and techniques were chosen because according to Prestonson and Christensen (2014) historical analysis or research involves exploring the relationship among different events, and its impact which rhymes with my research study.

3.5. TIME HORIZON

A research study can be carried out either cross sectionally or longitudinally or retrospectively. Longitudinal research is when data are collected at multiple time points, and comparisons are made across time; retrospective research is when the researcher starts with the dependent variable and moves backward in time while Cross-sectional research is when data are collected at a single point in time (Prestonson and Christensen, 2014) and our study is a cross sectional research because data are collected from the documents at a single point in time or during a single, relatively brief time period of about ten months from September till May.

3.6. DATA COLLECTION METHOD

Data is a collection of facts, figures, objects, symbols, and events gathered from different sources. Data collection methods are techniques and procedures for gathering information for research purposes (int.). There are two major data collection methods which are: primary and secondary data collection method. Our research type as seen earlier is an inductive qualitative type and is aimed with describing a relationship between CBA and CELTL through the library research method categorized under the secondary data collection method. The tool used for collecting the data is an analytic grid.

	Books	Thesis	Articles
Type of document	-Educational research: Quantitative, qualitative, and mixed approaches by R. Burke Prestonson, Larry Christensen. -Competency-based Language Teaching in Higher Education by Maria Luisa Pérez Cañado -Communicative approach to the teaching of English as a second language by Pratima Dave Shastri -Communicative Language by Teaching Today Jack C. Richard -Chapter-2 theoritical background -MINESEC, (2019,2020). Program of study: English to Francophones. General Secondary Education, Premiere, Terminale and Seconde. Inspectorate of Pedagogy in Charge of Teaching and Promotion of Bilingualism. -Eight principles for teaching and learning English by Renandya	-The implementation of the competency-based approach (CBA) in the teaching of EFL in Cameroon: case study of some selected schools in Yaoundé by Ngala -Role play and the improvement of learners' communicative competence in English language in the francophone subsystem education: a study carried in first year in Lycée Technique Charles Atangana by Laure	-The history of development of competency-based education Yelena Butova -The Communicative Language Teaching Approach: Theory and Practice Merlissa Elpedes Suemith -Grammatical, Situational and Notional Syllabuses by Wilkins - The Competency Based Approach in Cameroon Public Secondary Schools: Modes of Appropriation and Constrains by Wiysahnyuy F. Wiysahnyuy -Appraising Cameroon Students Communicative Competence in English by Jean Désiré Banga Amvéné -Socio-Cultural Competence in Teaching Foreign Languages by Guryanov, Rakhimova and Guzman
Type of source	Primary source	Secondary source	Secondary sources
Research method	Both quantitative and qualitative method	Quantitative	Quantitative and qualitative methods of research
Relevance to research topic	Directly related to the research topic	Somewhat related to the research/ partially related to the research	Somewhat related to the research or partially related to the research

Table 5 : Some important documents that data was collected.

3.6.1. Content Analytic grid

Competences	CBA(Yaounde)		CELTL		Results (influence of the CBA)
	Syllabus	**Lesson Plan**	**Syllabus**	**Lesson Plan**	
Grammatical competence	+	-	+	+	-
Notional competence	+	+	+	+	+
Situational competence	+	+	+	+	+
Total					CBA Not 100% communicative

Table 6 : Première lesson plan

Competences	CBA(Yaounde)		CELTL		Results (influence of the CBA)
	Syllabus	**Lesson p**	**Syllabus**	**LP**	
Grammatical competence	+	+	+	+	+
Notional competence	+	-	+	+	-
Situational competence	+	-	+	+	-
Total					CBA Not 100% communicative

Table 7: Seconde lesson plan

According to the analytic grid of premiere lesson plan, there is an accordance between the CBA syllabus and CELTL syllabus but the CBA lesson plan does not match with the CELTL same goes with the analytic grid for Seconde lesson plan. The CBA syllabus has been structured in such a way that the communicative competences will be developed after the teaching and learning process. So, lesson plans have to be prepared following the syllabus with teaching aids but the lesson plans don't actually reflect the competences as exposed in the syllabus. This therefore is a major problem. The CBA in actual facts does not influence the communicative competence in a total percent of one hundred. This is because not all the competences are found in the lesson plans. The premiere lesson plan has the notional and situational competence but not the grammatical competence while the Seconde lesson plan just has the grammatical competence. The communicative competence does not function without one part. The CELTL lesson plan demonstrates the three competences to be developed after the teaching and learning has taken place. The objective of the lesson plan includes the grammatical, notional and situational competence but that is not the case with the CBA lesson plans objectives.

Below is a framework of a CELTL syllabus (since the CBA syllabus has already been presented in chapter 2) and the lesson plans.

3.6.1.1.A Framework for Communicative Competence-Based Syllabus by Yassi and Bahar (2015). (CELTL syllabus frame work)

As stated earlier that the implementation of the overall procedures of communicative competence-based syllabus has also contributed an idea of formulating a framework for communicative competence-based syllabus. The framework illustrates the key elements which underlie the syllabus content.
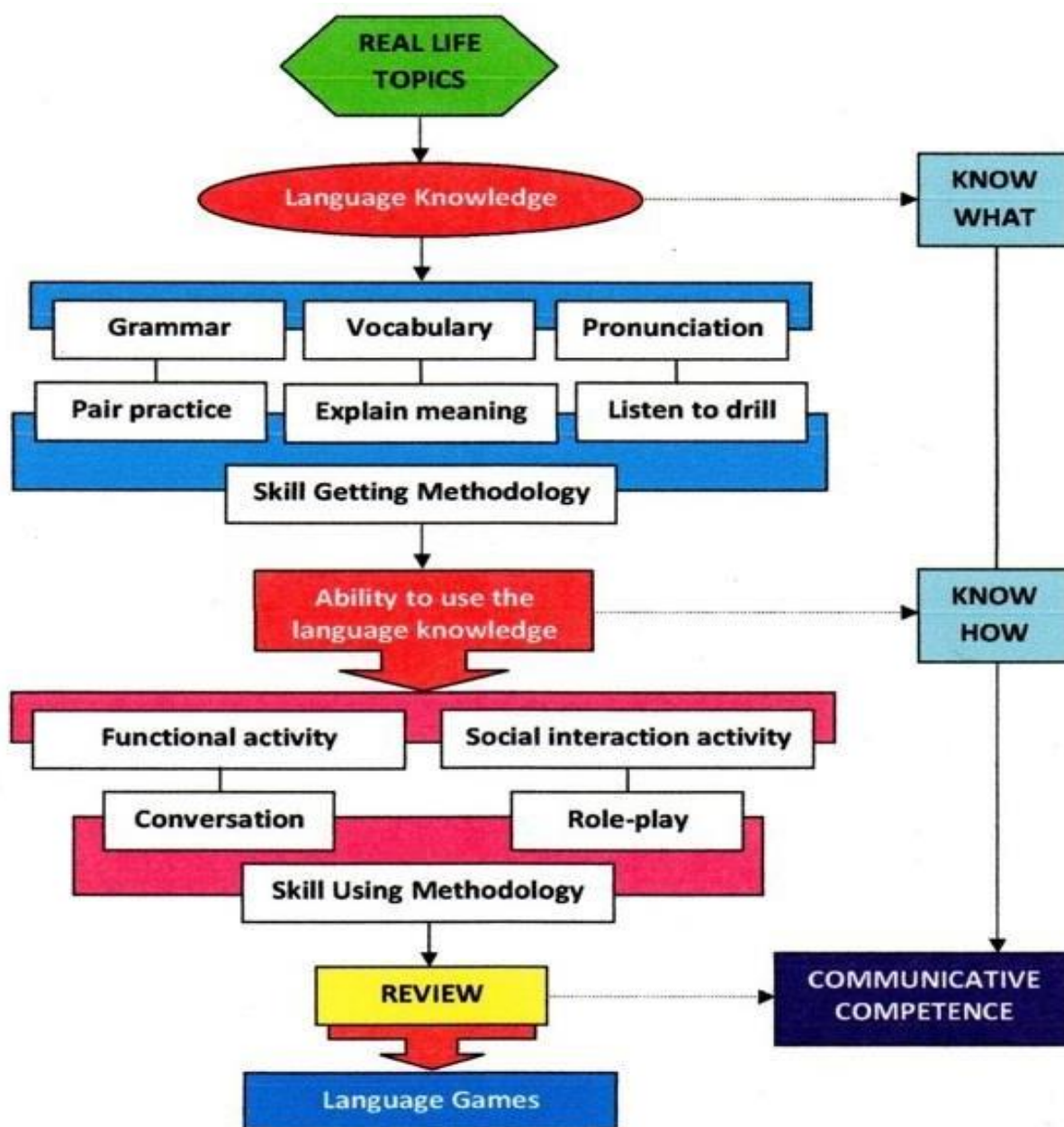
Figure 1 : A framework for communicative competence-based syllabus

As we see figure 1, the point of departure for the syllabus is everyday real-life topics. In order to create learning opportunities based on the real-life topics, the syllabus must contain three main pedagogical procedures that is,

- **Providing language knowledge**

In this procedure, teachers prepare the learners with specific knowledge of language namely; vocabulary, pronunciation, and grammar which compose communicative ability for later communication. Afterwards, a set of activities to make the students able to internalize and to practice the knowledge (skill getting methodology) must be given such as explaining and

illustrating the meanings of vocabulary associated with a certain real-life topic, getting the students listen to the audio recording of native English speaker for pronunciation drill, and providing opportunities to practice the vocabulary within specific language grammar rules in pair practice. These activities may be viewed as skill getting methodology.

- **Giving opportunity to use the language knowledge**

This type of procedure basically makes effort to bridge the gap between the students' knowledge of linguistic forms and their potential functional and social use. Therefore, functional activity and social interaction activity should be given. Functional activity is aimed at equipping students with the ability to function the linguistic forms in conversation. On the other hand, the social interaction activity is intended to give the students stimulus for communication to take a part in a role play in which the students must interact one another using a certain situation provided by the teachers. These activities are also recognized as skill using methodology.

- **Reviewing learning outcomes**

This procedure is aimed at reviewing the students' achievement in communicative competence by giving them an interactive game e.g. "Search the Handout's Owner" or SHO game. Through this game, the students will interact socially and have opportunities to express their knowledge of language in a particular topic, ability to use the language knowledge functionally in communication.

Conclusively, the organizational structures of the syllabus framework have been used to develop instructional materials. The instructional materials are planned by units in which each unit represents a topic and consists of three lessons. The lessons are identified as lesson A: Skill Getting, lesson B: Skill Using, and lesson C: Review. Lesson A: Skill Getting is aimed at preparing and equipping the students with specific elements of knowledge which compose communicative ability for later communication. In addition, lesson B: Skill Using makes effort to bridge the gap between the students' knowledge of linguistic forms and the ability to talk about a particular topic. On the other hand, lesson C: Review is aimed at measuring how much the students have learnt in a certain given unit (see a unit sample on the appendices page).

3.6.1.2. Lesson plans

3.6.1.2.1. CBA Lesson plans

Teacher's name: MAKODJOU POKA Dorcace

Real-life situation: How to care for the environment

Category of action: Speaking

Example of action: Talking about tips on how to care for the environment

Essential knowledge: Vocabulary

Lesson title: Words and expressions related to environmental problems

Previous knowledge: The students already have notions on what is the environment and environmental problems

Expected outcome: At the end of this lesson, the students will:

- Complete a chart with words and expressions related to environmental problems

- Outline and explain tips on how to care for the environment

- Complete sentences on environmental problems

School: Lycée d'Elig-Essono
Class: 1ère mixte
Enrolment: 70+
Date: Monday, 22nd January 2024

Stages	Intermediary Pedagogic Objectives	Content	Teacher's activities	Learners' activities	Duration
Introduction	To engage the students into the lesson	Brainstorming questions 1. What do you understand by "environment"? 2. When you observe the environment, do we have changes? 3. Are these changes positive or negative? Why?	The teacher asks the questions	The students answer the questions	5 min
Discovery	To captivate the learners' attention	Image on page 127	The teacher tells the students to observe the image	The students observe the image	5 min
Research	To make the students reflect on	Questions related to the images 1. What can you see on the picture? 2. What word can we use to name this phenomenon?	- The teacher asks questions and guides	The students answer the questions	10 min

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		environmental problems	3. What are the types of pollution you know? . What other environmental problems do you know? 5. How can we solve these problems and/or care for the environment?	the students to the correct answers		
Comparison and validation of findings	To promote co-construction of knowledge	Expected answers to the questions 1. We can see a beach full of bottles and dirt 2. Pollution 3. Air pollution, water pollution and soil pollution 4. Deforestation, global warming, floods, droughts etc. 5. – By planting trees - By throwing garbage in dustbins - By recycling garbage - By building houses in an orderly manner - By controlling gas emissions from industries - By using renewable energy	- The teacher compares the students' answers and validate them if they are correct with the students - The teacher writes correct answers on the board	- The students compare their mates' answers with the teacher	10 min
Consolidation	To make sure the students have understood the lesson	Complete the following chart with the environmental problems we have talked about	The teacher draws the chart	The students draw and complete the chart	5 min
Evaluation	To test the level of understanding of the lesson	Complete the following sentences on environmental problems 1. Too much rain leads to _____ in some quarters. 2. The cutting down of trees is known as _____ 3. The destruction of the ozone layer lead to _____ 4. When there is no rain, there is _____ 5. We need to develop new forms of sustainable _____	The teacher gives the exercise	The students do the exercise	10 min

Table 8 : Première Lesson Plan

Teacher's name: MAFFOGANG TEKEU Hélène Ange

Real-life situation: Identifying safety measures that can prevent accidents and injuries

Category of action: Speaking

Example of action: Talking about the comparative and superlative forms

Essential knowledge: Grammar

Lesson title: The Comparative and the Superlative form

Previous knowledge: The students already have notions on adjectives

Expected outcome: At the end of this lesson, the students will:

- Give tips for using the comparative and superlative form

- Fill in the blanks with the correct form of the adjective

- Complete sentences in line with the comparative and superlative form

School: Lycée d'Elig-Essono
Class: 2nd C1
Enrolment: 70+
Date: Friday, 16th February 2024

Stages	Intermediary Pedagogic Objectives	Content	Teacher's activities	Learners' activities	Duration
Introduction	To engage the students into the lesson	Brainstorming questions 1. Look at these pictures; how can you say about them? 2.What differentiates them? 3. What did we just do?	The teacher picks up two students asks the questions	The students answer the questions	5 min
Discovery	To captivate the learners' attention	That introduces us to the lesson of the day which is the comparative and superlative form	The teacher introduces the students to the lesson	The students discover the lesson	5 min
Research	To make the students reflect on environmental problems	Questions related to the topic 1. When do you think we use the comparative form? 2. When do you think we use the superlative form? 3. Can you give examples of sentences in the comparative form?	- The teacher asks questions and guides the students to the correct answers	The students answer the questions	10 min

		4. Can you give examples of sentences in the superlative form?			

Comparison and validation of findings	To promote co-construction of knowledge	Expected answers to the questions
		1. We use the comparative form when comparing two people or two items
		2. We use the superlative form when comparing three or more people or items
		3. Ngannou is stronger that Fury
		   David Eto'o is younger than Song Bahanag
		   A lighter is more expensive than a box of matches
		4. Aboubakar Vincent is the best player in Cameroon
		   Ndole is the best Cameroonian dish
		   Essono is the most stubborn child in class
			- The teacher compares the students' answers and validate them if they are correct with the students
			- The teacher writes correct answers on the board
				- The students compare their mates' answers with the teacher	10 min

Institutionalisation of new knowledge	To take down something the students will keep in mind	**Lesson notes** **The comparative and Superlative form** - **Comparative adjectives** are used to compare two objects. Adjectives with one syllable are formed by adding '-er' - Adjectives with two syllables are formed by adding -er or 'more' before the adjective - Adjectives with three or more syllables form the comparative by adding 'more' in front of the adjective - **Superlative adjectives** are used to compare three or more people or objects. Adjectives with one syllable are formed by adding '-est'. if the consonant has a single vowel and a single consonant, double the consonant e.g tallest - Adjectives with two syllables are formed by adding -est or 'most' before the adjective - Adjectives with three or more syllables form the superlative by adding 'most' in front of the adjective	Teacher writes down notes on the board	The students copy the notes	5 min

| Consolidation | To make sure the students have understood the lesson | Fill in the blanks with the correct form of the adjective
- This book is _____ (interesting) than that one.
- John is _____ (tall) than his sister.
- Today is _____ (hot) than yesterday.
- The red dress is _____ (expensive) than the blue dress.
- Of all the students in the class, Maria is _____ (intelligent) | The teacher presents questions for learners to answer | The students answer the questions | 5 min |
| Evaluation | To test the level of understanding of the lesson | Complete the following sentences on comparative and superlative forms
1. The elephant is _____ (big) animal in the world.
a) big; b) bigger; c) biggest

2. This book is _____ (interesting) than the previous one
a) most interesting; b) more interesting
3. Sarah is _____ (tall) girl in her class.
a) tall; b) taller c) tallest
4. Today is _____ (hot) than yesterday.
a) hot; b) hotter; c) hottest | The teacher gives the exercise | The students do the exercise | 10 min |

Table 9 : 2nd Lesson plan

3.6.1.2.2. A CELTL lesson plan by ITT

Lesson Plan			
Teacher: Peter Smith	Observer: n/a	Date and time: 15/02/02	
Class level: Beginner	Room: 8	Expected number of students: 12	
Context: Consolidation of animal vocab from previous lesson to bring out new grammar.			
Teaching aids: Pictures of animals, drawing paper, board and pens, exercise sheets.			
Learner objectives: For the students to be able to accurately produce can and can't when talking about animals, and to use animal vocab appropriately		Personal aims: To improve my instructions by demonstrating rather than using verbal instructions	
Anticipated problems for students: Pronunciation of "can't". Solutions: Drilling and mouth diagrams		Anticipated problems for teacher: Getting students to participate actively Solutions: Fun activate phase activity	

Procedure	Phase	Timing	Interaction
Quick review of animal vocab – brainstorm and use pictures and drawings.	Engage	5 mins	T-S
Ask students questions, e.g. where can you see these animals? Do you have these animals in your country? What are your favorite animals? Why? Etc.		10 mins	T-S
What can your favorite animal do? What can't it do? Use the answers on the board to show difference in meaning and spelling. Highlight contracted form of can not + can't	Study	7 mins	T-S
Drill pronunciation, with attention to /t/ sound in "can't".		3 mins	T-S
Fill in the blank activity (in pairs). Example questions: "A kangaroo can _____", "An ostrich can't _____", etc.		5 mins	S-S
Feedback from above activity.		3 mins	T-S
Look at typical verbs of movement for animals (e.g. fly/swim/jump, etc) that weren't known. Use mime and drill for pronunciation. Check comprehension by asking students to mime.		5 mins	T-S
Put students into groups of three. Hand out blank sheets.	Activate 1	2 mins	T-S
Ask students to create a fantasy animal (demonstrate with one I prepared earlier by asking students what it can and can't do). In groups students think of, draw and name a fantasy animal		12 mins	S-S
Students show the animal to the class and describe what it can and can't do. They should produce structures such as 'My xxxxxx can fly' or 'My xxxxxx can swim but it can't walk', where 'xxxxxx' is the name of their animal.		3 mins	S-S
Back up activity if time allows	Activate 2	5 mins	S-S
Students draw animal word from a container, they describe abilities of the animal to the class. The student who guesses it first gets a point (can be done in teams if time allows).			

Source: International TEFL and TESOL Training (ittt.com)

3.7. CONCLUSION

The research methodology and method adapted for the research is an inductive qualitative research type which follows the interpretive philosophy, the data collection method is a library research method whereby data is collected from books and other documents through the analytic grid of the analysis of historical records, analysis of documents and content analysis. The time horizon is cross sectional.

CHAPTER FOUR: PRESENTATION AND DISCUSSION OF THE RESULTS

4.1. INTRODUCTION

In this chapter we will enunciate on the presentation of findings, discussion of the results -discussion of the results in relation to research questions and hypothesis, comparison with existing literature, limitations of the study, implications of the finding and a conclusion.

4.2. PRESENTATION OF FINDINGS

The presentation of findings and analysis of research objectives and scope involves summarizing and presenting the results of the research in a clear and organized manner. This includes presenting the data collected and analyzed, highlighting key findings, and providing an interpretation of the results in a relation to the research objectives and scope. The presentation can take various forms such as written reports, tables, graphs, charts, visual aids, or oral presentations, (**int.) but** this presentation will be done in a written and tabular form as seen below.

According to table 4, most of the books used in collecting data were directly related to the research study. As a reminder, the research topic is "CBA and CELTL in Yaoundé high schools". The articles and theses used were partially related to the research study and we classified them under secondary resource documents and primary source of data collection. Since the research objective is all about describing a relationship, analysing the content of these themes was of great value. Below is a tabular presentation of the analysis.

Competences	Syllabus (CBA/CELTL)	Lesson P. (CBA/CELTL)
Grammatical	The English syllabus for French speaking learners has grammar as an essential knowledge and thus is part of the content to be taught in all the five life domains. The CELTL framework, has as grammar part of language knowledge	The premiere lesson plan has no grammar, whereas that of seconde is focused on grammar (Essential knowledge: Grammar) The CELTL lesson plan has the grammatical notion Can and can't, verbs related to the actions of animals, fly, swim, etc. at the level of the study phase.
Notional	The CBA syllabus has Vocabulary as well as an essential knowledge. Same goes with the CELTL that has vocabulary as a language knowledge.	CBA 1ere lesson plan has the vocab: Lesson title: Words and expressions related to environmental problems while the seconde lesson does not. CELTL lesson plan has the vocab cited in the objective (animal vocab that is words and expressions related to animals) and at the Engage phase.
Situational	The CBA lesson plan has families of situations such as using language to express oneself on relationships within the family, school and community etc. The CELTL uses the language knowledge already acquire for conversations or a roleplay.	The premiere lesson plan has a real-life situation while the second lesson plan has non. In the objective of the CELTL, the situation is clearly stated on what the learner has to do (when talking about animals) and in the activate phase, learners talk about what animals can and can't using the animal vocab.

Table 10 : Presentation of results

It is clear that the syllabuses of high schools in Yaounde actually influences the communicative competence just as the CELTL but not the lesson plans. The lesson plans don't influence the communicative competence totally, learners are taught on language knowledge and not how to use or when to use the language knowledge. Therefor the secondary objectives have not been attained, because in two CBA lesson plans, one lesson plan develops the grammatical competence, another develops the notional competence and both plans have the real life situations but the premiere lesson plan influences the situational competence whereas the seconde lesson plan does not even though the real life situation is cited. More so the Communicative competence is not divided but a competence with different parts. We conclude then that the CBA does not influence the communicative competence like the CELTL lesson plan has demonstrated. But there exists a relationship between the CBA and CELTL due to the fact that both syllabi develop the communicate competence. Thus, validating the main hypothesis

4.3. DISCUSSIONS OF THE RESULTS

The discussion is where a delve into the meaning, importance, and relevance of the results is done. So, it focuses on explaining what we found, showing how the results relates to

the research questions and hypotheses. As a reminder, our research question is in two categories, that is the general and specific research questions with presupposed answers to the questions known as hypotheses.

Research topic	Research questions	hypothesis
Competency based approach and communicative English teaching and learning in Yaounde high schools.	General What relationship exists between CBA and CELTL?	General There is a relationship between CBA and CELTL.
	Secondary 1 To what extent does the CBA affect the grammatical competence?	Specific 1 The CBA affects the grammatical competence
	Secondary 2 What influence does the CBA have on the notional competence?	The CBA has an influence on the notional competence
	Specific 3 How does the CBA influence the situational competence?	The CBA influences the situational competence

Table 11 : Revision of research questions and hypothesis

4.3.1. Discussions of the results in relation to the general hypothesis

According to the results of the analysis, one can conclude there is effectively a relationship between the CBA and the CELTL. To better explain the meaning of the findings in relation to the research question and hypotheses, we will first explain what a relationship is. A simple definition of relationship according to oxford dictionary (2013) is the way two or more things are connected. Objects or things can have relationships such as association, aggregation, composition, dependency, generalization, and realization. Association is a simple relationship where objects are related but exist independently (for example, a student and a teacher are associated because they interact, but the exist independently of each other. The association can be one-to-one, one-to-many, many-to-one, many-to-many); aggregation is a special form of association where one object is a part of another, but can exist independently (for example, a car is made up of wheels, engine, and other parts. Here the car is an aggregate of its parts, but the parts can exist independently of the car); composition is a stronger form of aggregation where the part cannot exist independently of the whole (for example, a heart is a part of a human body. The heart cannot exist independently of the body, so this is a composition relationship); dependency is a relationship where one object depends on another for its operation (for example, a computer program may depend on a library to function. The program is dependent on the library); generalization also known as inheritance, is a relationship where

one object is a specialized form of another (for example, a car is a general form of a vehicle. A sports car is a specialized form of a car. So, a sports car has a generalization relationship with a car); realization is a relationship where one object implements an interface defined by another (for example, a class in a programming language may realize an interface defined by another class. The class that realizes the interface must implement all the methods defined by the interface) (internet 2). Therefor the relationship that exist between the CBA and the CELTL is an associate relationship. This is because they both seek to develop the communicative competence through the structurisation of the respective syllabi.

The ultimate aim of the competency-based model is thus to form flexible and adaptable professionals who can apply competencies to the varied, unforeseeable, and complex situations they will encounter throughout their personal, social, and professional lives, and who can thus become active and useful citizens in our democratic society (Maria, 2013). Even though the CBA is broad, it has for main objective just as the CELTL the development of the communicative competence for language. We also discovered that, the CBA seeks to develop competencies in all educational domains whereas the CELTL is language specific

4.3.2.   Discussions of the results in relation to the specific hypotheses
4.3.2.1.First hypothesis: The CBA affects the Grammatical competence.

The Cameroon syllabus for high school (seconde, premiere and terminale) affects the grammatical competence in that, grammar has been structure as an essential knowledge, therefor must be taught to enable learners develop the communicative competence. The learners will have to use the knowledge of grammar for competent communication. Below is an example of the grammar to be taught for the first domain of life for Terminale.

Domain of life: **FAMILY AND SOCIAL LIFE**

Grammar:

- Revise the problem areas of grammar
- Use tenses acquired in the preceding years + present perfect continuous and future continuous tenses
- Construct embedded statements/ questions and question tags

Use phrasal verbs and prepositional phrases correctly in situations

Even though the CBA affects the grammatical competence for the syllabus, there's no influence of such in the premiere lesson plan as shown in chapter three. A vocabulary lesson is

taught but no grammar is mentioned. The second lesson plan is a grammar lesson plan so grammatical competence is involved. Whereas the CELTL lesson plan has both the grammar, notional and situational competence as shown in the presentation of results. More so, the lessons seek to develop skills as per the expected outcomes of the lessons (première: At the end of this lesson, the students will; Complete a chart with words and expressions related to environmental problems, Outline and explain tips on how to care for the environment, Complete sentences on environmental problems and not the competence). Skills is part of competence. The syllabus acts as a guide for the lesson preparation, while the lesson plan carries the methodology and content to be transferred to the learners in class to actually attain the objective of the syllabus. But the lesson plans don't concord with what is in the syllabus, signifying that there's a problem by so the hypothesis is not valid.

4.3.2.2. Second hypothesis: The CBA has an influence on the notional competence

The CBA has an influence on the notional competence as far as the syllabus is concerned but not with the lesson plans. the syllabus has as essential knowledge vocabulary as well as below

Vocabulary: Words and   expressions pertaining to personal   information/ job types (domain of life is family and social life).

The CELTL framework also considers vocabulary as a language knowledge and demonstrate it's in the lesson plan by adding to the grammar the animal vocab, that is words and expressions related to animals. Whereas the lesson plan of second has nothing to do with notions, but the premiere lesson plan focuses on vocab only as seen in the **Comparison and validation of findings stage:**

We can see a beach full of bottles and dirt

2. Pollution

3. Air pollution, water pollution and soil pollution

4. Deforestation, global warming, floods, droughts etc.

5. – By planting trees

- By throwing garbage in dustbins

- By recycling garbage

- By building houses in an orderly manner

- By controlling gas emissions from industries

- By using renewable energy.

 All this shows that the hypothesis is not valid.

4.3.2.3. Third hypothesis: The CBA has an influence on the situational competence

The terminal syllabus under the CBA has a real-life situation for each domain of life as shown clearly in the syllabus.

Cycle	Year	Level	Domains of life	Families of situations	Status	Time	
						Series	Hour
2nd	3	Tle	Family and Social Life	Using language to provide personal information.	Compulsory	C/D	15 hours
						A	20 hours
			Economic life and Occupation	Using language to talk about consumer economy and community resources.	Compulsory	C/D	15 hours
						A	20 hours
			Environment, Well-being and Health	Using Language to talk about health care in and to create environmental awareness.	Compulsory	C/D	15 hours
						A	20 hours
			Citizenship and Human Rights	Using Language to talk about rights and civic responsibilities.	Compulsory	C/D	15 hours
						A	20 hours
			The Media and Communication	Using Language to explore and keep abreast with audio-visual and print media.	Compulsory	C/D	15 hours
						A	20 hours

Table 12 : Domains of life

This means that the grammar, vocabulary and more as essential knowledge is meant to use in the above life situations. Same the CELTL framework. The lesson plans of the CBA equally have real life situations. The premiere lesson plan falls under the third domain of life by so the real-life situation matches with the lesson title.

Real-life situation: How to care for the environment

Category of action: Speaking

Example of action: Talking about tips on how to care for the environment

Essential knowledge: Vocabulary

Lesson title: Words and expressions related to environmental problems

Seconde lesson plan (it is under the third domain of life as well)

Real-life situation: Identifying safety measures that can prevent accidents and injuries Category of action: Speaking

 Example of action: Talking about the comparative and superlative forms

Essential knowledge: Grammar

Lesson title: The Comparative and the Superlative form

This just means that the CBA influences the situational competence.

The CBA syllabus has been structure in such a way that the communicative competences will be developed after the teaching and learning process. So, lesson plans have to be prepared following the syllabus with teaching aids but the lesson plans don't actually reflect the competence exposed in the syllabus. This therefor is a major problem. The CBA in actual facts does not influence the communicative competence because not all the competences are found in the lesson plans. The CELTL lesson plan demonstrates the three competences to be developed after the teaching and learning has taken place. The objective of the lesson plan includes the grammatical, notional and situational competence but that is not the case with the CBA lesson plans objectives.

4.4. COMPARISON WITH EXISTING LITERATURE

Many authors have written on the CBA as well as the CELTL but non actually focused on the possible relationship between them. Wiysahnyuy, after collecting data using a semi structured questionnaire, the findings revealed that majority of the teachers acquired basic knowledge and skills on how to implement the CBA through impromptu seminars and workshops which however are infrequent to attain to the desired outcomes. Some indicated that although the CBA was introduced before or when they enrolled in the teacher training colleges, they did not really acquire specific knowledge or engage in practical lessons that were based on the use of the CBA in enhancing the teaching-learning process. Most of the teachers indicated that in implementing the CBA they faced challenges such as overcrowded classrooms, inadequate teaching/learning resources, inadequate knowledge on how to use the approach, limited teaching hours for each lesson, limited professional development programmes, students" negative attitudes towards assignments, problems related to some lessons on real life situations and background of students (Wiysahnyuy, 2021). Amvéné (2022) on his part through a questionnaire given to a sample population in the faculty of education comes to conclusion that despite the adoption of the CBA, communicative competence may not have been properly taught in the language class all this while. That is his results proved that the implementation of the CBA to language teaching and learning in Cameroon since 2012 is not effective. His results somehow align with our research results, though we focused more the analysis of the syllabus and the lesson planning whereas Wiysahnyuy focused on the failures of the implementation of the CBA involving all the subjects (not language specific).

4.5. LIMITATIONS OF THE STUDY

The limitations of a study are its flaws or shortcomings which could be the result of unavailability of resources, small sample size, flawed methodology and the others. For this our study, some of limitations experienced are as follows.

- The research method used is somehow inappropriate for the research topic, we believe that more accurate information can be gotten through the mixed research method, especially if many lesson plans were collected and analysed.
- Insufficient previous research studies related to our research topic. Previous studies actually help for the literature review, research gap and result comparison. Because of the insufficiency in the previous research study, our research study might somehow be out of the Cameroon context.
- limited access to primary sources of data or information or documents. Since our analysis was content based, secondary sources of data are more likely to be subjective, whereas the primary source is objective. So, basing ourselves on secondary resources limits the originality of the study.
- insufficient finances to buy documents related to the study.

4.6. IMPLICATIONS OF THE FINDINGS

Implications of a study are the impact a research study has in its chosen area; they discuss how the findings of the study may be important to justify further exploration of the research topic. Hence some of the implications of this study are as follows

- this research will help the educational community of Yaoundé and Cameroon in general if taken into consideration to create more awareness on the communicative approach. The CELTL has been in Cameroon before the CBA, but no importance has been given to it.
- Through this study, the educational community will understand the seriousness of the shortcomings of the CBA in its implementation in secondary schools so as to seek immediate remedies for this.
- This study will help the Cameroon educational community, to better understand that the CBA is a good approach for education but the CA is a better approach for language teaching and learning especially with the Hammer's ESA.

4.7. CONCLUSION

This chapter was consecrated for the presentation and discussions of the findings. It began with an introduction, then the presentation and interpretation of results; discussions related to the research questions and hypothesis, comparison of the findings, limitations of the findings and finally the implications of the findings.

GENERAL CONCLUSION

Everything being equal, Cameroon as well as the world at large seeks to develop competencies in every educational domain through the implementation of approaches suitable for the attainment of their goals. So, we adopted the CBA as seen earlier as the gateway for an emerging Cameroon with citizens able to communicate competently in both official languages. Despite its adoption for about 13 to 14 years today, the communicative competence of students is still very poor. The results of some researchers have proven that there is still a great deal in the manipulation of this approach by the teachers and students. It is from this observation that our research problem was born, that is the inability of the high school learners to communicate competently despite the adoption of the CBA. Apart from the CBA and before still the CBA, there have been a handful of approaches and language teaching and learning methods. Some of these approaches include the grammar approach, audiolingual method, notional approach, situational approach, natural approach and CA. the CA is another language teaching and learning approach that is also well used and known because its main focus is the development of the communicative competence (grammatical, situational and notional competences). Therefore, our main research question was, what relationship exist between the CBA and CA? the affirmation or hypothesis for this question is that there is a relationship between the CBA and CA. by so, we made it our objective to describe the relationship that exist between the CBA and CA so as to associate both approaches for language teaching in the classroom.

Our research work, equally had specific or secondary questions with hypotheses and objectives. These are as follows,

Specific questions:
1- To what extent does the CBA affect the grammatical competence?
2- What influence does the CBA have on the situational competence?
3- How does the CBA influence the notional competence?

Specific hypothesis:

1- The CBA affects the grammatical competence.
2- The CBA has an influence on the situational competence.
3- The CBA influences the notional competence

Specific objectives:

1- Show the effects of the CBA on the grammatical competence

2- Demonstrate the influence of the CBA on the situational competence

3- Examine the influence of the CBA on the notional competence

In order to attain our objectives, we made use of the interpretivism research philosophy, the qualitative research type, the analysis of historical records most especially documents, the analysis of documents precisely content analysis as research method and technique, the primary and secondary data collection method, and lastly an analytic grid as the data collection tool. All of these constitute the methodology adopted for this research.

The content analysis of the communicative competences that is the grammatical, notional and situation competence with the CBA/CELTL lesson plans and syllabi described the type of relationship that exists between the CBA and CELTL. This analysis equally refuted secondary hypothesis as per says the results. The CBA syllabus has the grammatical, notional and situational competence. This because grammar and vocabulary are considered as essential knowledge in the secondary high schools of Yaounde syllabus with a real-life situation to use the knowledge. Same goes with the CELTL syllabus (framework). This shows that there is relationship between the CBA and CELTL but is an associate relationship.

As for the results, on the influence of the CBA and the grammatical, notional and situational competence, the lesson plans as shown earlier of a high school teacher under the CBA does not affect all the competences, there is no, situational competence in the seconde lesson plan nor a grammatical competence in the premier lesson plan. Due to this failure, the CBA does not completely affect or influence the communicative competences. Yet the relationship of association between the themes actually can act as a path way for the adoption of the ESA lesson plan preparation as proposed by Harmer under the CLT approach. This study had a lot of limitations given the fact that, it was a library research study and so we hardly had access to primary data.

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APPENDIX

Appendix 1: English Terminale Syllabus

REPUBLIQUE DU CAMEROUN	**REPUBLIC OF CAMEROON**
PAIX-TRAVAIL-PATRIE	*PEACE-WORK-FATHERLAND*
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MINISTERE DES ENSEIGNEMENTS SECONDAIRES	**MINISTRY OF SECONDARY EDUCATION**
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INSPECTION GENERALE DES ENSEIGNEMENTS	**INSPECTORATE GENERAL OF EDUCATION**
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MINISTERE DES ENSEIGNEMENTS SECONDAIRES
MINISTRY OF SECONDARY EDUCATION

MINESEC

PROGRAMME OF STUDY

ENGLISH LANGUAGE TO FRENCH–SPEAKING LEARNERS

(*ANGLAIS*)

GENERAL SECONDARY EDUCATION

TERMINALE (Tle)

2020

Order N° _____/MINESEC/GS/IGE, of _____

to outline the syllabus for Terminale (Tle) classes of Secondary General Education.

THE MINISTER OF SECONDARY EDUCATION,

Mindful of the Constitution;

Mindful of Law No 98/004 of 14 April, 1998 to lay down Guidelines for Education in Cameroon;

Mindful of Decree N° 2018/191of 02 March, 2018 to reorganise the Government;

Mindful of Decree N° 2018/101 of 02 March, 2018 to form the Government;

Mindful of Decree N° 2012/267 of 11 June, 2012 to organise the Ministry of Secondary Education;

HEREBY ORDERS AS FOLLOWS:

Article 1: The syllabus for *Terminale (Tle)* classes of Secondary General Education shall be outlined as follows:

TABLE OF CONTENTS

SUBJECT AREA: 'ANGLAIS': (ENGLISH TO FRENCH–SPEAKING LEARNERS)

WEEKLY WORKLOAD: **03 hours (sciences series)/04 hours (Arts series)**

ANNUAL WORKLOAD: **75 hours (Science Series)/100 hours (Arts series)**

COEFFICIENT: **03 (science series)/04 (Arts series)**

98

Appendix 2: English 2ⁿᵈ Syllabus

MINISTRY OF SECONDARY EDUCATION
INSPECTORATE GENERAL OF EDUCATION

MINISTERE DES ENSEIGNEMENTS SECONDAIRES
MINISTRY OF SECONDARY EDUCATION
MINESEC

PROGRAMME OF STUDY:

ENGLISH TO FRANCOPHONES

General Secondary Education

SECONDE (2ⁿᵈᵉ)

2018

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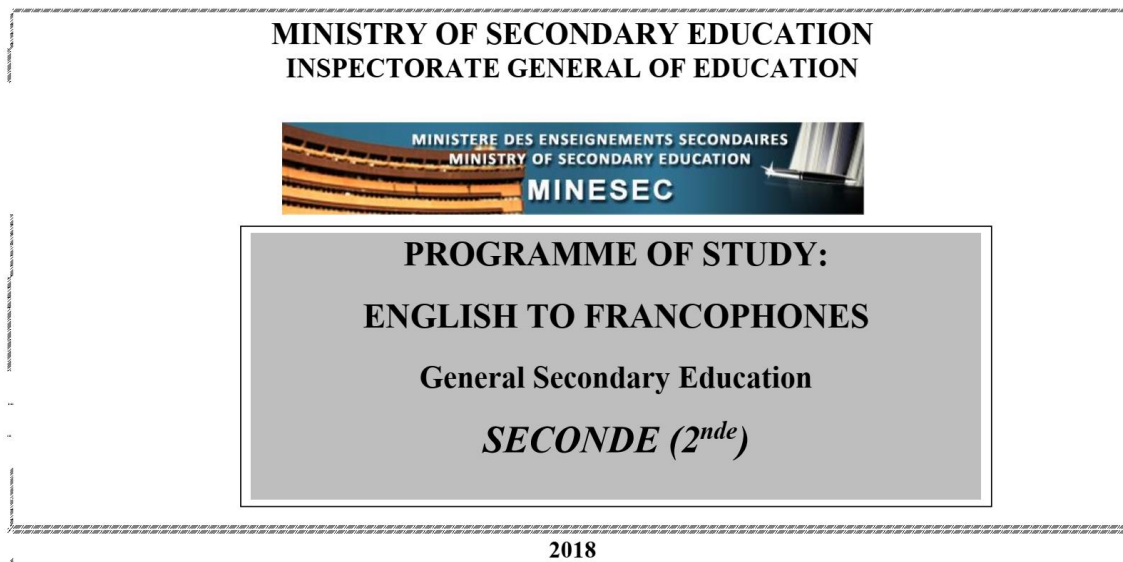
4. Think of questions which require students to comment on what happens to a character with discussion of reasons or motives for an action. This could be more appropriate for group work or follow-up composition. As concerns advanced learners, some questions may draw attention to the author's style and the levels of language used in the literary text and how they work together to express or symbolise the content or proposition of that text. They may also be called to identify literary devices (e.g. figurative language, allusion, symbol, irony).

Article 2: The syllabus as presented in article 1 shall take effect as from the date of signature.

Article 3: Previous measures contrary to the present order are henceforth considered null and void.

Article 4: The Inspector General of Education, the Inspector Coordinator General in charge of Teaching and Promotion of Bilingualism, the Directors of Secondary General/Technical Education, the Regional and Divisional Delegates of Secondary Education, the Secretaries of Education and the Principals of schools, shall all be responsible for the implementation of this order that will be registered and communicated wherever and whenever necessary.

Yaounde, _____

THE MINISTER 0F SECONDARY EDUCATION

Copies :
-PRC
 -PM
 -MINESEC/SEESEC
 - MINESEC/SG
  - IGE
 - DSGE
- RDSE/DDS
 -Secretaries of Education
 - Secondary and High School Principals
 -Archives/File

Appendix 3: English 1ère Syllabus

MINISTERE DES ENSEIGNEMENTS SECONDAIRES
MINISTRY OF SECONDARY EDUCATION

MINESEC

PROGRAMME OF STUDY

ENGLISH LANGUAGE TO FRANCOPHONES

(‘ANGLAIS’)

General Secondary Education

Première (1ère)

May 2019

Article 2: The syllabus as presented in article 1 shall take effect as from the date of signature.

Article 3: Previous measures contrary to the present order are henceforth considered null and void.

Article 4: The Inspector-General of Education, the Inspector-Coordinator General of the Inspectorate of Pedagogy in charge of the Teaching and Promotion of Bilingualism (IP-BIL), Directors of Secondary General Education, Regional and Divisional Delegates of Secondary Education, Secretaries of Education and Principals of schools, shall all be responsible for the implementation of this order that will be registered and communicated wherever and whenever necessary.

Yaounde, on _____

THE MINISTER 0F SECONDARY EDUCATION

Copies :
- PRC
- PM
- MINESEC/SEESEN
- MINESEC/SG
- IGE
- DSGE
- RDSE/DDSE
- Secretaries of Education
- Secondary and High Schools
- Archives/File